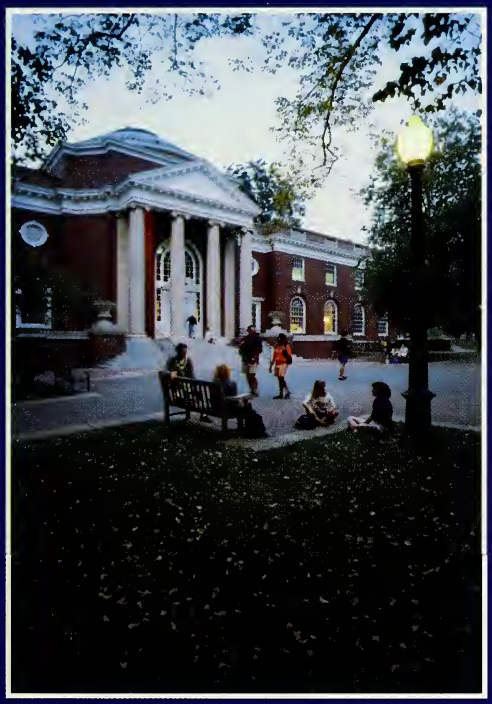

MARY WASHINGTON COLLEGE

1995–1997 ACADEMIC CATALOGUE

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MARY
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The *Academic Catalogue* of Mary Washington College includes the official announcements of academic programs and major policies. Detailed policies of admission, financial aid, student life, and academic affairs are published annually in separate documents, which may be obtained from the administrative offices responsible for those areas. All students are responsible for knowing the policies of the College.

Although the listing of courses in this *Catalogue* indicates the content and scope of the curriculum, changes do occur, and the actual offerings in any term may differ from those indicated in preliminary announcements. Because programs and policies change from time to time according to procedures established by the faculty and administration of the College, statements in the *Catalogue* do not constitute an actual or implied contract between the student and the College.

Mary Washington College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia; telephone number 404/679-4501) to award the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, and Master of Arts in Liberal Studies.

The College

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Mary Washington College is a state-supported, coeducational, predominantly undergraduate residential college of the liberal arts and sciences. Founded in 1908, it has evolved from a teacher's college, to a branch of the University of Virginia, to what it is today: one of America's outstanding institutions of liberal learning.

Throughout these changes in the College's mission, one characteristic has been constant: the commitment to academic excellence. Now more than ever, its high academic standard is widely acknowledged. Indeed, Mary Washington continues to be recognized as one of the nation's best small colleges by such authoritative publications as *U.S. News and World Report*, *Barron's Profiles of American Colleges*, *The Fiske Guide to Colleges*, and *The Princeton Review*.

Several factors contribute to the institution's excellence. Foremost among these are the expertise and commitment of the faculty. Members of the faculty are energetically engaged in productive research and scholarship which lead to the advancement of their particular disciplines. At the same time, however, it is **teaching** which is their primary goal and purpose.

Teaching effectiveness is enhanced by the small size of most classes, which encourages personal interaction between faculty and students. Moreover, faculty devote much attention to students' concerns beyond the classroom, working closely with them on matters of academic, career, and personal development.

To meet the diverse academic goals sought by students in today's society, Mary Washington College is organized into academic departments of one or more disciplines and offers more than thirty undergraduate programs in the liberal arts and sciences and in compatible professional fields. It awards the undergraduate degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Liberal Studies. It also offers an interdisciplinary graduate degree, the Master of Arts in Liberal Studies, and brings selected graduate programs in the professions to Fredericksburg *via* satellite from Virginia's major research universities.

Every institution of higher learning accredited by the Southern Association of Colleges and Schools possesses a brief, formal, statement of institutional purpose. This statement defines the mission and role of the institution. It also provides a clear sense of overarching direction and a benchmark against which institutional effectiveness may be gauged. The official purpose statement of Mary Washington College, adopted by its governing Rector and Board of Visitors and approved by the State Council of Higher Education for Virginia, is as follows:

STATEMENT OF INSTITUTIONAL PURPOSE

Mary Washington College, as a predominantly residential and primarily undergraduate, limited-enrollment institution of the liberal arts and sciences, is distinctive within the Virginia system of higher education. Emphasis upon excellence in the pursuit of liberal learning has traditionally been at the core of the College's educational philosophy. Commitment to this concept will continue in the years ahead.

The College maintains that a broad liberal education—that is, one based upon freedom in inquiry, personal responsibility, and intellectual integrity—is the best preparation for citizenship and career. Thus the goal of the instructional and experiential program is to offer to students courses of study and cocurricular opportunities which together provide them with a sound general education, enhance their understanding of their responsibilities as citizens in the broader community, and develop the skills necessary for creative and productive lives.

Toward the achievement of those goals, the College requires its undergraduates to pursue broad studies in the arts, the humanities, and the sciences as a necessary supplement to concentration in a particular field. Moreover, consistent with the principles of liberal learning, the College places high value upon cultural diversity and global awareness, and seeks through its curricular offerings to reflect that diversity and promote that awareness.

The College regards the provision of high-quality instruction as its most important function. The role of faculty research and scholarly endeavor in this context is to maintain the vitality of teaching, and accordingly, the College encourages such research and scholarship. Furthermore, it especially encourages the participation of undergraduates in research.

Mary Washington College is sensitive to the educational needs of the growing population within its commuting region. To address such concerns it has established undergraduate and graduate degree programs designed especially for adult part-time students and has developed a number of public service activities to assist in meeting special community needs.

In response to accelerating demographic changes which will inevitably increase the demand for educational services within the region, the College has initiated plans for an additional campus in nearby Stafford County. Pursuant to its own distinctive mission, that campus will be designed to offer appropriate programs as particular needs become manifest and will be developed as requisite funding becomes available.

COMMUNITY VALUES

Several elements contribute significantly to the fulfillment of the College's mission. One is the encouragement of, and respect for, individual and cultural diversity. The College also insists upon an atmosphere of civility and tolerance consistent with the ideals of a community of scholars. Toward that end, the College embraces a statement of community values and expectations concerning the behavior of its members. This statement declares that:

Mary Washington College is an academic community dedicated to the highest standards of scholarship, personal integrity, responsible conduct, and respect for the individual. We hold among our foremost common values:

- *The importance of personal integrity as reflected in adherence to the Honor Code;*
- *The right of every individual to be treated with dignity and respect at all times;*
- *The acceptance of and respect for diversity in our community and adherence to the College's statement of Non-Discrimination;*
- *The freedom of intellectual inquiry in the pursuit of truth.*

As members of the College community, we refuse to tolerate behavior that in any way compromises or threatens these values.

THE HONOR SYSTEM

Another element basic to the College's mission is adherence to the Honor System which constitutes one of the distinctive features of student life at Mary Washington. This system, based upon the integrity of each student, provides that a student shall act honorably in all facets of campus life. The Honor Pledge required on quizzes, examinations, and other coursework means that the work which the student submits is the student's own, completed according to requirements for the course as determined by the instructor. Lying, cheating, and stealing are specific infringements of the Honor Code. In the case of an alleged violation, an Honor trial is conducted by an elected Honor Council, with the verdict determined by a randomly selected jury of students. In case of a conviction, the student may receive punishment ranging from probation to permanent dismissal from the College. All students and faculty should understand that by joining Mary Washington College they commit themselves to living by and upholding the Honor System.

THE CAMPUS

The learning environment of Mary Washington is further enhanced by the very location and physical characteristics of the campus itself. Named for the mother of George Washington, who lived most of her life in Fredericksburg and is buried nearby, the College is located in Fredericksburg, Virginia, a place of extraordinary historical significance in both the Revolutionary and Civil War eras. Indeed, the campus is located on Marye's Heights, a Confederate artillery position in the 1862 Battle of Fredericksburg, and major historic sites abound throughout the area.

The spacious campus, located in an established residential neighborhood, is exceptionally attractive. Both academic and residential buildings, consistent in their Georgian style of architecture, are interspersed along a wide brick Campus Walk which extends for over a half-mile from one end of campus to the other. With vehicular traffic and parking confined to the edges of campus, the grounds offer extensive park-like space including substantial stretches of lawn, large wooded areas, and a formal rose garden.

Two historic sites are closely affiliated with the College: *Belmont*, the home of artist Gari Melchers, and the James Monroe Law Office Museum and Memorial Library. *Belmont* is a carefully restored eighteenth-century house overlooking the Rappahannock River and currently serves as a gallery of Melchers' work. The James Monroe Law Office Museum preserves significant artifacts from the time during which Monroe practiced law in Fredericksburg, as well as furniture from his years in the White House and other artifacts, books, and letters from various statesmen of the Revolutionary period.

A majority of Mary Washington students are drawn from throughout Virginia. Approximately twenty-five percent of its residential students, however, are from other states and foreign countries. While most of its full-time students reside on campus, the College is also responsive to the educational needs of the citizens within its commuting region and, accordingly, has established undergraduate and graduate programs designed especially for these students. To fulfill their needs and interests through the most effective use of existing resources, the College works in close cooperation with its neighboring state-supported institutions in planning and implementing new educational opportunities. The development of programs specifically for commuting students is facilitated through a special division known as the Center for Graduate and Continuing Education.

Whatever degree program students may choose—and whether they reside on campus or commute—the aim of the College is not merely to insure that its students are well-trained in a discipline and well-prepared for productive employment. The basic goal of the College is much broader and ultimately more important: to insure the development of those skills of writing, speaking, and critical thinking which make possible a lifetime of creativity and intellectual development.

In short, Mary Washington College—through its rich history, its educational philosophy, and its unparalleled environment for learning—offers today's students an exceptional opportunity for obtaining a broad liberal education based upon honesty, freedom of inquiry, personal responsibility, and intellectual integrity which will provide the foundation for meeting the challenges and attaining the potentialities of the twenty-first century.

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STATEMENT OF NON-DISCRIMINATION

Mary Washington College subscribes to the principles of equal opportunity and affirmative action. The College does not discriminate on the basis of race, color, religion, disability, national origin, political affiliations, marital status, sexual orientation, sex, or age in recruiting, admitting, enrolling students, or hiring and promoting faculty and staff members. The College will not recognize or condone student, faculty, or staff organizations that discriminate in selecting members. Complaints of discrimination should be directed to the AAEEO Officer of the College.

Admission

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ADMISSION POLICY

Valuing diversity among its students, faculty, and staff, the College does not admit students by any rigid formula. Nor does the College discriminate on the basis of race, color, religion, disability, national origin, political affiliation, marital status, sex, age, or sexual orientation in recruiting, admitting, or enrolling students. Questions may be directed to the AAEEO Officer, Mary Washington College.

PROGRAMS

The College offers different degree programs to meet different needs:

★ the traditional **Bachelor of Arts** and **Bachelor of Science** programs, usually for students who have recently completed high school;

★ the **Bachelor of Liberal Studies** program, designed to meet the needs of men and women twenty-four years of age or older;

★ the **Master of Arts in Liberal Studies** program for area residents who wish to earn a part-time interdisciplinary graduate degree.

By enrolling as non-degree-seeking students, area residents may also take courses at the College to satisfy general interest.

THE ADMISSION PROCESS

The Committee on Admissions at Mary Washington College carefully considers each applicant's strengths, abilities, and talents. Candidates should understand that the College offers admission to a range of students. Since applications far outnumber spaces available, the Committee selects the students who it believes are best prepared for the College's educational program, and who can contribute significantly to the College community.

The admission procedures for each program are outlined in the following sections. Anyone considering applying to the College should consult the most recent publications of a particular program for more information.

ADMISSION TO THE BACHELOR OF ARTS OR BACHELOR OF SCIENCE PROGRAMS

Admission to the B.A. or B.S. programs is highly competitive. Candidates for admission should present evidence of sound academic preparation including solid performance in a challenging program. Extra-curricular activities, standardized test scores, essays by applicants, and other factors such as recommendations of high school counselors are also considered. Applicants are selected by a Committee on Admissions that offers admission to those candidates who not only meet the minimum requirements, but who present the strongest overall credentials in the particular applicant pool.

To be admitted as a degree-seeking student in the B.A. or B.S. programs, an individual must submit an application to the Vice President for Admissions and Financial Aid. The applicant must also provide official transcripts from all secondary schools and colleges attended, along with results of the Scholastic Assessment Test. The Committee on Admissions reviews the completed application files and offers admission to about half of the applicants. A degree-seeking student may pursue the program part-time or full-time. A person admitted as a degree-seeking student retains that status until graduation from Mary Washington College.

ADMISSION AFTER HIGH SCHOOL

A student who wishes to enter Mary Washington shortly after graduating from high school should request application materials from the Vice President for Admissions and Financial Aid early in their senior year. The application should be returned as soon as convenient, along with a $25 non-refundable application fee or an official fee-waiver form approved by a high school guidance counselor. The applicant's high school should send an official transcript directly to the College. The applicant should also ask The College Board to send results of the Scholastic Assessment Test (SAT-I) and any SAT-II, ACT, or TOEFL tests directly to Mary Washington (CEEB Code Number 5398).

High School Preparation. Each applicant must have graduated from an accredited secondary school or the equivalent with credit for at least sixteen academic courses emphasizing college preparatory work. The Committee pays careful attention to the quantity and quality of the applicant's college preparatory curriculum.

Although the College does not require specific courses for admission, successful applicants usually have completed at least four years of English, three years of mathematics (including Algebra II), three or more years of laboratory sciences, three or more years of social sciences, and at least three years of one foreign language or two years each of two foreign languages. In addition to the core academic courses, elective credits earned in subjects such as art, computer science, drama, journalism, and music are appropriate. The College strongly recommends that candidates for admission pursue advanced, honors, or advanced placement (AP) courses when available. The Committee on Admissions believes that the senior year is extremely important, and that central academic subjects such as English, mathematics, laboratory sciences, social studies, and foreign language should be continued through the final term.

Character, Personality, and Interests. The College welcomes recommendations from appropriate school officials. The recommendations should assess academic potential as well as character, personality, or interests. Activities that reflect leadership or intellectual interests are significant if they reinforce sound academic achievement. Since Mary Washington operates under an honor system, assurance of personal integrity is indispensable.

Examinations. Students applying for admission from high school must take the SAT-I of the College Board and have the official results sent to the College by the Educational Testing Service. The SAT-I should be taken no later than January in the senior year. An applicant who takes the test after that date will be considered only if space is available when the score is received.

The College strongly recommends that applicants submit the results of at least two SAT-II Subject Exams. Students seeking exemption from the College requirement for competence in English composition must take the SAT-II Writing Test or the Advanced Placement exam in English Language and Composition. The Committee on Admission also welcomes ACT test scores to be considered as part of the applicant's record. TOEFL results for international students or those whose primary language is not English may also be included.

Admission Plans. Students applying for admission from high school may be considered under one of the following three plans:

Early Decision Plan. A student who has selected Mary Washington College as a clear first choice may apply for admission under the Early Decision Plan. The application must be submitted by November 1 of the senior year in high school; the College agrees to notify the student of its decision by December 15; and the student agrees to accept an offer of admission if it is extended.

Early Decision candidates must complete an Early Decision Agreement form in addition to the regular application. Although the candidate may apply to other colleges, he or she must agree to withdraw those applications if accepted by Mary Washington. Should the Committee not act favorably on an early decision request, the applicant's file will remain active, and the Committee will give it unbiased consideration after the candidate submits additional grades and/or test scores following the fall semester.

Honors Admission Plan. The Committee on Admissions may select high school students with exceptionally strong academic records to receive Honors Admission. Any student whose application file is complete before January 15 is reviewed for possible Honors Admission. The Committee awards Honors Admission on the basis of outstanding high school performance and SAT scores. Students who receive Honors Admission are notified throughout the admission cycle. Honors Admission candidates need not make a commitment to attend the College until May 1.

Regular Admission Plan. Applicants who are not admitted under the Early Decision or Honors Admission plans are considered for Regular Admission. All freshman applications for fall semester admission should be submitted by February 1; applicants who meet this suggested filing date will be notified of the Committee's decision by April 1. Applications filed after February 1 are considered only as space permits. Various deadlines concerning final transcripts, deposits, and medical examinations occur following the offer of admission. All students who are accepted for admission are sent the necessary information concerning these requirements.

Deferred Enrollment. Accepted applicants may ask the College for the option of deferring enrollment for one year. Each case is considered on an individual basis. Those who are granted deferred enrollment are subject to admission requirements in force at the time of acceptance, but to rules, regulations, and financial charges in effect when they actually enroll. Students who enroll at another institution before enrolling at Mary Washington must reapply as transfer students.

Advanced Placement. Students may apply for college credit through the examinations in various academic subjects given by the Advanced Placement Program of the College Board. Prospective students may contact the Office of Admissions to request information on AP exam scores required for credit in particular subject areas. To apply for AP credit, students should have official results of the Advanced Placement examination forwarded to the College.

Dual Enrollment. Students earning college credit while still in high school through dual enrollment will have their credits evaluated and applied toward degree requirements at Mary Washington College. These students are considered as freshmen applicants.

Challenge Examination. To demonstrate mastery of subjects covered in certain Mary Washington courses, an entering student may take examinations to support a petition for academic credit. Examinations are not available in studio and laboratory courses, seminars, individual study courses, and many upper-level courses. The credits earned may not count toward the major program, but may be used to satisfy General Education Requirements. A fee is charged for taking a challenge examination.

ADMISSION AS A TRANSFER STUDENT

The Transfer Admission Process. Prospective transfer students should request application materials from the Vice President for Admissions and Financial Aid, returning the application and the $25 non-refundable application fee as early as possible. Transfer applicants must also arrange for their secondary schools and all colleges attended to send official transcripts to Mary Washington. Transfer applicants must also submit results of the SAT or a request for an SAT waiver under conditions outlined in the most current Admissions Catalog. The College should receive all materials by March 1 for the fall semester, and by November 1 for the spring semester. After these dates, the Committee on Admissions will consider applications as space permits.

The Committee considers all aspects of the record in deciding whether or not to admit a transfer candidate; however, it puts particular emphasis on the student's program and academic achievement in the college last attended.

The Committee on Admissions selects transfer students on the basis of their applications, transcripts of all college work, high school transcripts, and Scholastic Aptitude Test score. Candidates may be considered for transfer admission only if, at the last institution attended, they are not on academic or social probation.

Transfer Credit. Previous college coursework will be evaluated for transfer credit following an offer of admission. As a rule, transfer credit is granted for courses of the same type (liberal arts and sciences), on the same level, and taught under the same guidelines as courses offered by Mary Washington. Courses for which a student requests transfer credit must have a minimum grade of "C" and must not overlap or repeat those which the student takes at the College. No credit will be awarded for courses taken on a pass/fail basis (except physical education courses when grades are not given), by correspondence, home-study, co-op, or independent study. Transfer applicants should have official transcripts from other institutions sent directly to the Office of Admissions. They also may be asked to provide a catalogue or course descriptions for evaluating their credits.

Residence Requirement. To be eligible for a degree, a student must earn thirty semester hours of credit in a degree program at the College and must complete at least fifteen of the last twenty-one credits at Mary Washington.

ADMISSION BEFORE HIGH SCHOOL GRADUATION

On occasion, the College allows students with exceptional ability to enroll before graduating from high school. Three arrangements cover most circumstances: Admission to the Summer Session; Admission to Part-Time Study during the Regular Session; Admission after the Junior Year. Details are available from the Vice President for Admissions and Financial Aid.

ADMISSION TO THE BACHELOR OF LIBERAL STUDIES PROGRAM

To be admitted to the B.L.S. program, a candidate must be at least twenty-four years old, attend a program information session, and demonstrate the ability to handle college-level work by accumulating fifteen hours of academic credit before being accepted into the program. Transfer candidates must possess a minimum 2.00 cumulative grade point average (GPA). Only courses with a grade of "C" or better are transferable into the program. The B.L.S. offers great flexibility in the timetable leading to graduation because it does not require full-time study or extended residence at the College. Yet the program offers the advantages of a traditional college degree: exposure to the range of modern liberal learning, combined with thorough study of some specific area.

A student wishing to enter the B.L.S. program at Mary Washington College must attend an information session; interested persons may register for a session by calling the B.L.S. office (540/654-1038). Each participant in a session will be provided an application to the program that should be returned as soon as convenient, along with a $25 non-refundable application fee. The applicant must request that official transcripts from each university, college, and high school attended be sent directly to the B.L.S. office.

All applications for first semester admission must be submitted to the B.L.S. office by February 1, and transcripts must be received by March 1. Applications for the second semester must be submitted by September 1, and transcripts must be received by October 1.

Students who are currently enrolled in the B.A./B.S. degree program and who have completed more than 31 credits at Mary Washington College may not enroll in the B.L.S. program. The B.L.S. degree requires 120 semester hours of course work for graduation, distributed in three categories: general education, electives, and core area. The student must demonstrate competence in written English, oral communications, and computer literacy, and earn at least 30 credits in graded classroom work. At least 30 credits must be taken at Mary Washington College after admission to the program. A GPA of 2.00 on all Mary Washington College work is also required.

ADMISSION AS A NON-DEGREE-SEEKING STUDENT

Non-degree-seeking students are allowed to take courses at Mary Washington College but are not enrolled in a degree program. An abbreviated application form is required. The Dean of Academic Services decides whether or not to admit non-degree-seeking students.

Non-degree-seeking students are allowed to register for eleven or fewer credits per semester, and pay tuition according to the number of credits they attempt. Under very unusual circumstances, a non-degree-seeking student can seek permission from the Dean of Academic Services to exceed the eleven-credit limit.

ADMISSION TO THE GRADUATE PROGRAM

The Master of Arts in Liberal Studies is designed for part-time commuting students who wish to complete an interdisciplinary liberal studies graduate degree. Any student holding a Bachelor's degree from an accredited institution, with a "B" average earned in the last two years of work, may apply. Students who do not meet the admission requirement may be admitted as conditional students on a space-available basis. After completing the initial courses with a "B" average, the conditional student becomes a candidate for the degree.

A person who wishes to enter the M.A.L.S. program should request application materials from the Center for Graduate and Continuing Education. The application requires two carefully written essays, one explaining what the applicant hopes to gain from the M.A.L.S. program and what he or she can contribute to it, and one which reviews a book, article, or essay. The application should be returned to the Center along with a $25 non-refundable application fee. Applicants should also arrange for all colleges attended to send official transcripts to the Center. All materials must be received in the graduate office by July 1 to be considered for fall admission and by November 1 to be considered for spring admission. Applications received after these dates are considered only as space permits. Graduate Record Examinations are not required for admission.

Students may count up to six hours of transfer credit toward their M.A.L.S. degree if transferred courses meet certain requirements. Courses must have been taken at an accredited school, and the student must have earned at least a "B" on this work. In addition, the courses must be germane to the M.A.L.S. program and not involve outdated content. Finally, the courses may not have been used for another degree and cannot have been earned through correspondence. Students who wish to transfer more than six hours must make a special appeal to the Dean of Graduate and Continuing Education, demonstrating that the courses were part of a similar liberal arts degree program.

When all materials are received by the graduate office, the dean schedules an interview with the applicant. Upon full admission, students must complete the M.A.L.S. program within six years.

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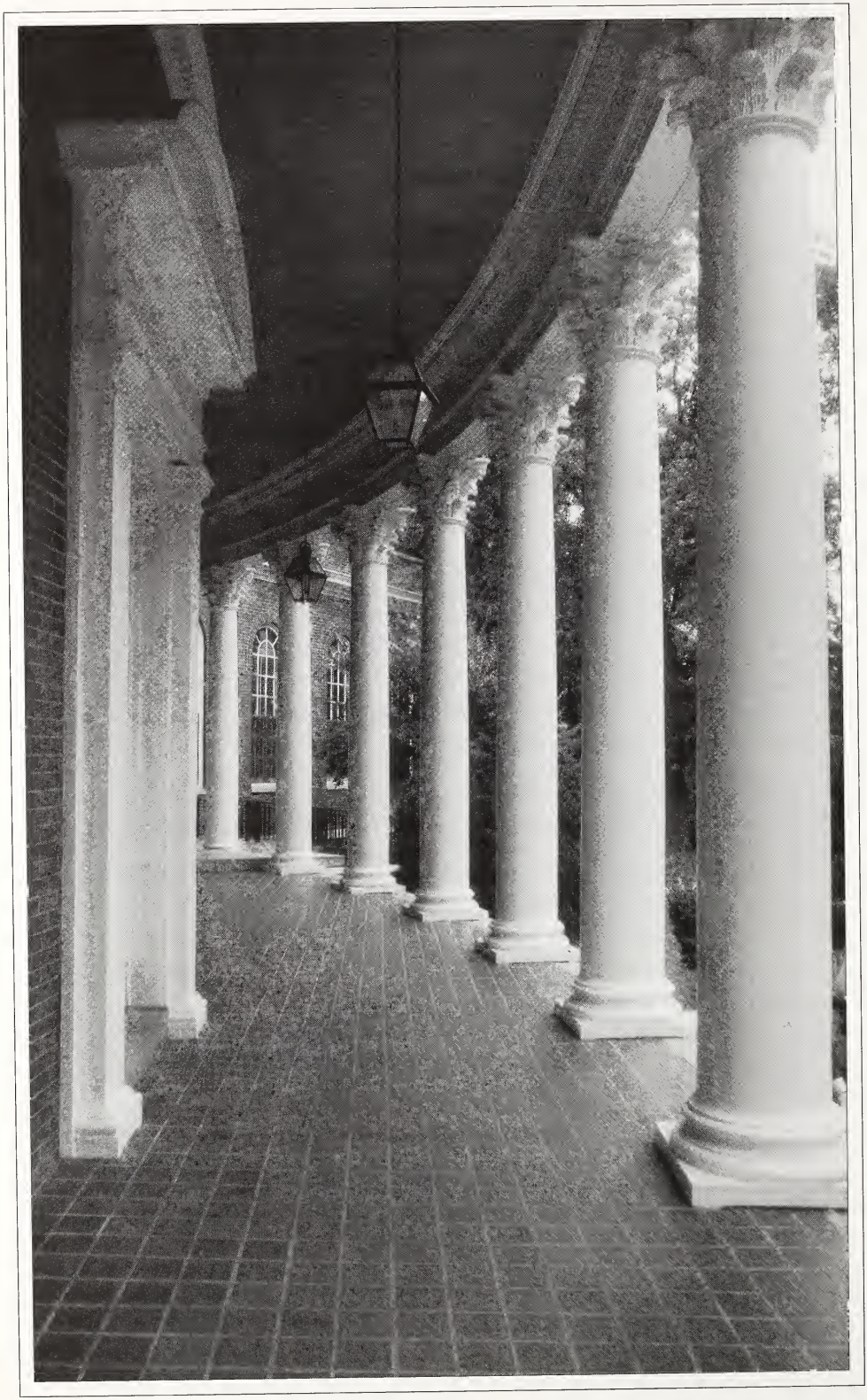

Fees and Financial Aid

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TUITION AND FEES

The fees outlined in this section have been approved by the Board of Visitors and are effective for the 1995-96 fiscal year. Any changes from this schedule of fees will be announced immediately. Questions about fees and payment procedures should be directed to the Office of Student Accounts in George Washington Hall (540/654-1249). Questions about financial assistance and general college expenses should be addressed to the Office of Financial Aid, Lee Hall (540/654-2001).

FULL-TIME RESIDENTIAL STUDENTS

The fee schedule below is for a student carrying 12 to 18 semester credit hours. A student carrying more than 18 semester credit hours must pay a tuition overload fee for each additional credit hour (see page 21). Fees for future years will be publicized at the appropriate time.

1995-96 FEES FOR FULL-TIME STUDENTS

	Virginia		Non-Virginia	
	Term	**Year**	**Term**	**Year**
Tuition	$ 1,043	$ 2,086	$ 3,488	$ 6,976
Comprehensive Fee	607	1,214	607	1,214
Residential Fee	1,397	2,794	1,397	2,794
Meals	1,115	2,230	1,115	2,230
Total	$ 4,162	$ 8,324	$ 6,607	$ 13,214

Comprehensive Fee. The comprehensive fee supports student organizations, athletic programs, building improvements, college equipment, and a variety of other college programs and services. Most student activities and events are provided without additional charge to the student.

Residential Fee. The residential fee includes health center services; however, any prescribed medication is charged to the student's account.

Meal Plans. Mary Washington College offers two meal plans to residential students: the 15 meal plan and the 9 meal plan. All freshmen are required to participate in the 15 meal plan. All residential students must enroll in either the 15 meal or the 9 meal plan.

FULL-TIME NON-RESIDENTIAL STUDENTS

Non-residential full-time students pay tuition and the comprehensive fee, for semester and yearly totals of $1,650 and $3,300 (Virginia residents), or $4,095 and $8,190 (non-Virginia residents), for 1995–96. A five meal plan is available for commuting students only. This plan includes any five meals Monday through Sunday plus $75 flex dollars per semester.

PART-TIME AND NON-DEGREE-SEEKING STUDENTS

Tuition for part-time undergraduate students includes a reduced Comprehensive Fee of $28 per credit hour, reflecting College policy that only full-time students may participate in student activities and use recreational facilities such as Goolrick Gymnasium and the Battleground Athletic Complex. Part-time students are not ordinarily eligible for health center or dining hall services. However, a part-time undergraduate student may participate in either of these services by paying the appropriate fee at registration.

1995-96 TUITION AND FEES FOR PART-TIME STUDENTS

	Virginia Students	Non-Virginia Students
Undergraduate	$108 per credit hour	$272 per credit hour
Graduate	$108 per credit hour	$274 per credit hour

Non-degree-seeking students also pay a non-refundable $25 registration fee which permits enrollment in fall and spring semesters.

OTHER FEES

Application Fee. A non-refundable fee of $25 must accompany the application for admission from a first-time undergraduate, degree-seeking applicant. This fee is applied to the cost of processing the application for admission. It is entirely separate from other fees, is not refundable, and cannot be deducted from other charges.

Contingent Fee. All residential students must pay a $200 Contingent Fee when they enroll at the College. This fee is in addition to those outlined above, is included in the bill for the first semester, and is due with the first payment. The Contingent Fee will be applied against any outstanding balance upon graduation or withdrawal from the College. Any remaining portion of the Contingent Fee will be refunded at that time.

Declaration-to-Continue Fee. A non-refundable fee of $25 must be paid each year by all undergraduate degree-seeking students returning to or continuing in the College. This is in addition to the deposit as explained on page 22.

Telecommunications Project Fee. This fee, charged to all students, provides funding for the fiber optic network interconnecting all buildings on campus. Residential students pay $70 per semester. Full-time commuting students pay $45 per semester, and part-time commuting students pay $3 per credit hour.

Network Access Fee. All students are assessed this fee, providing access to the Telecommunications Network installed throughout the campus. Residential students pay $31 per semester, while commuting students pay $11 per semester.

Audit Fee. Part-time students may audit a course for no credit on a space-available basis for a fee of $25 per credit hour.

Tuition Overload Fee. A full-time student registering for more than 18 semester credit hours is required to pay an additional fee. For Virginia students the charge is $80 for each credit hour exceeding 18, and for non-Virginia students $244 per credit hour.

Credit-by-Examination. Degree-seeking students may take special or individually prepared examinations for which credit may be awarded for a fee of $45.

Riding Fee. Classes in horsemanship are available and require payment of a special instructional fee in addition to the tuition charge. The instructional fee is paid directly to the business offering the classes.

Study Abroad Fee. Students studying abroad for a semester or year must pay the study abroad fee of $25 per semester.

BLS Life/Work Portfolio. BLS candidates pay a $100 fee for the review of a life/work portfolio.

Late Payment Fee. *A fee of $100 will be charged to students whose accounts are not paid in full by the published deadline.* Pursuant to §2.1–732 of the Code of Virginia, interest may also be charged on all past due accounts in accordance with guidelines of the State Department of Accounts and at the underpayment rate prescribed in §58.1-15.

Returned Check Fee. There is a service charge of $20 for each check returned for insufficient funds or similar reasons. A cashier's check or cash is then required in place of the returned check.

SENIOR CITIZENS

A legal resident of Virginia 60 years of age or older shall be permitted, under regulations prescribed by the State Council of Higher Education, (1) to register for and enroll free of charge in courses as a full-time or part-time student for academic credit if such citizen has a taxable income not exceeding $10,000 for federal income tax purposes for the year preceding the year in which the enrollment is sought, (2) to register for and audit courses offered for academic credit, and (3) to register for and enroll in courses not offered for academic credit in any state institution of higher education in this Commonwealth.

Such senior citizen shall pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers. The Council of Higher Education shall establish procedures to ensure that tuition-paying students are accommodated in courses before senior citizens participating in this program are enrolled. However, the state institutions of higher education may make individual exceptions to these procedures when the senior citizen has completed seventy-five percent of the requirements for a degree.

A legal resident of Virginia 60 years of age or older with Federal taxable income exceeding $10,000 may audit credit courses or enroll in non-credit courses without paying general college fees, but must pay general college fees to take courses for college credit. The application fee of $25 will be charged an applicant whose taxable income exceeds $10,000.

TERMS OF PAYMENT

All fees, including room and board, are billed and are payable in advance by the beginning of the semester.

Room and Tuition Deposits. After receiving notice of acceptance for admission by the Vice President for Admissions and Financial Aid, students must make a deposit ($500 for residential students, $250 for non-residential students) toward their tuition and fees. Continuing students must make a deposit ($200 for residential students, $100 for non-residential students) toward their tuition and fees. These deposits are not normally refundable after a specified deadline and are applied to the fees for the regular session.

No student will be assigned a residence hall room until the College has received the room and tuition deposit. Any student who changes from residential to commuting status after an announced deadline must pay the room fee. Exceptions will be made only in the most unusual circumstances, as determined by the Vice President for Business and Finance and the Vice President for Admissions and Financial Aid.

Statements and Due Dates. The College mails each student a statement well in advance of the beginning of each semester, and payment is due by the date specified on the statement. Any variations from the terms of payment must be approved in writing by the Vice President for Business and Finance prior to the due dates. Only very unusual circumstances will be considered.

If a full-time student has not received a statement of charges and fees within 20 days before the beginning of the semester, the student should notify the Office of Student Accounts as soon as possible, so that a statement can be prepared and mailed, and the account paid by the due date.

At the end of the semester a student's account will include any charges incurred for library fines, lost library books, parking tickets, prescriptions, lost keys, building and equipment damage, and other miscellaneous charges. At this time, any student whose full account has not been settled will not be permitted to receive grades or transcripts or be eligible to return to the College until the account is settled.

Scholarship and Loan Awards. If a student is receiving financial aid through Mary Washington College, one-half the annual award will be shown on each semester statement. If an expected award has not been credited on the statement, the student should contact the Office of Financial Aid for clarification.

A student receiving financial aid from a source other than the College must make sure that the Office of Student Accounts receives notification by the statement due date of the award, its amount, and method of payment. Failure to provide notification could result in a student's account being delinquent. Awards and loans from sources other than the College will not be credited to the account until they are actually received by the Office of Student Accounts.

Delinquent Accounts. Any charge incurred in collecting a delinquent account will be added to the account. This applies, but is not limited, to charges by an attorney or collection agency.

Refund of Fees. A student who withdraws from the College during the semester should promptly complete an official withdrawal form in the Office of Student Records in George Washington Hall. A copy of the form will be sent to the Office of Student Accounts and will serve as the basis for withdrawal charges and credits.

For the purpose of determining withdrawal charges, the semester begins with the first day of classes. A residential student withdrawing before the first day of classes will be charged the room deposit ($500 if a newly-admitted student, $200 if a continuing student). Non-residential students will be charged the amount of their tuition deposit ($250 for newly-admitted students, $100 for continuing students).

CHARGES TO STUDENTS WITHDRAWING DURING THE SEMESTER

	1st–15th day of semester	16th–55th day of semester	After 55th day of semester
Tuition	20% of semester charge	50% of semester charge	Full semester charge
Residential Fee	$200	50% of semester charge	Full semester charge
Comprehensive Fee	20% of semester charge	50% of semester charge	Full semester charge
Board Fee	Charges assessed on the basis of the number of days in residence at the prevailing board rate for that semester.		

Exceptions to the above schedule will be made for freshmen, transfer students, and graduate students who withdraw during their first semester of attendance at Mary Washington College *and* who are recipients of federal Title IV financial aid. Charges and refunds for those students will be made in compliance with the Higher Education Amendments of 1992, which require *pro-rata* refunds for eligible students withdrawing during the first 60% of the semester. Additional information regarding this policy may be obtained from the Office of Student Accounts.

CLASSIFICATION AS A VIRGINIA STUDENT

The Code of Virginia, section 23-7.4, governs eligibility for in-state tuition rates at Virginia public institutions of higher education. In general, an independent student, or the parents or legal guardians of a dependent student, must have been legally domiciled in the Commonwealth of Virginia for one full and continuous year immediately before the first official day of class within the semester or term of the student's program and must have paid Virginia state income tax on a full-time salary for that full year. Living in the state simply to attend school does not constitute legal domicile. Certain exceptions are made for military personnel and non-military spouses who are employed full-time. Detailed questions about domiciliary status are part of each application for admission. Questions about residency status should be directed to the Office of Student Accounts, telephone number (540) 654-1249.

FINANCIAL AID

Primary responsibility for financing a college education must be assumed by parents and the student. Financial assistance from the College should be viewed as supplementary to the efforts of the family. Mary Washington College administers approximately 9.5 million dollars in assistance to students applying for financial aid.

The College believes that although financial need should be the prime consideration in awarding grants and loans, merit should also be recognized. The College uses some scholarship funds to reward and encourage high academic achievement.

The College's policy is to attempt to meet a percentage of the demonstrated need of students who meet the application deadline, without regard to disability, political affiliation, marital status, sex, sexual orientation, color, race, religion, age, or national origin. To do so, the College provides a package of assistance combining loans, grants, scholarships, and employment. Students with greater need will receive larger grant and work resources than those with lesser need. This procedure affords recipients a fair share of gift funds, keeps loans at a reasonable level, and develops a sense of responsibility and independence through self-help. Loans are the largest source of assistance.

Demonstrated need is determined by evaluating the applicants' and their families' incomes and assets. From this analysis the financial aid officer determines the amount of demonstrated need a student may have and then uses the College's available resources to attempt to meet a percentage of that need. Financial need is the difference between the cost of an education at Mary Washington College and the amount of money a student and the family can reasonably provide, based on the Free Application for Federal Student Aid (FAFSA).

Freshmen and transfer students must submit a FAFSA (available at high schools or colleges) postmarked before March 1. Returning students must have the FAFSA postmarked before March 15. Early decision candidates should file the FAFSA after January 1 of the senior year. First-time students will be informed of their financial assistance by mid-April and returning students by mid-July. Applicants who do not meet the FAFSA filing deadlines will be considered for assistance after all on-time filers.

Detailed information about merit scholarships and all financial aid programs is available from the Office of Financial Aid at the College. Telephone numbers are (800) 468-5614 or (540) 654-2468.

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SCHOLARSHIPS, AWARDS, AND GRANTS

The Alumni Scholarship Program. This scholarship program provides awards to a group of the most academically outstanding students who enter the freshman class each year. Scholarships are awarded in annual amounts ranging from $500 to a maximum total equal to the initial in-state tuition and fees. Alumni Scholars will be eligible to receive the scholarship for up to four years of continuous, full-time undergraduate study at Mary Washington College, providing they meet the academic and other criteria specified in the acceptance certificate. Alumni Scholars will be selected from freshman applicants who are accepted for Honors Admission and Early Decision.

The Edward Alvey, Jr., Scholarship. Established by the Class of 1936, the scholarship is awarded annually to the student most closely emulating the commitment to education and academic excellence exhibited by Dr. Alvey throughout his outstanding career at Mary Washington College. The recipient must be enrolled in an approved program leading to certification as a teacher and must have a cumulative grade point average of at least 3.0. Selection will be made by the Office of Financial Aid in consultation with the Department of Education. Contact the Education Department for additional details.

Alvey Honor Award. Given annually to a student who has rendered outstanding service in implementing the Honor System and inculcating its principles. Selection will be made by the Associate Dean for Financial Aid in consultation with the Honor System Advisory Board.

Mary Washington College Anonymous Scholarships. These scholarships are awarded annually to students who need financial assistance and maintain satisfactory academic progress. FAFSA required.

Maurine Arnott Scholarship. This scholarship was established by a bequest from Maurine Arnott to aid worthy and needy students, with preference given to females. FAFSA required for consideration.

Lalla Gresham Ball Scholarships. These scholarships were established by Mrs. Jessie Ball duPont in memory of her mother, and are available to full-time, undergraduate, degree-seeking students who reside in one of the following counties of Virginia: Essex, King and Queen, King George, Lancaster, Northumberland, Richmond, or Westmoreland. Financial need is not a criterion for consideration. These scholarships may be renewed annually provided the recipient maintains good academic standing (at least a 2.0 cumulative grade point average) and is enrolled full-time. Students participating in a co-op program at Dahlgren and receiving tuition benefits are not eligible.

Mildred McMurtry Bolling Memorial Scholarship. This scholarship is awarded to a student in need of financial assistance who maintains satisfactory academic progress. FAFSA required.

Lt. General Albert J. Bowley Scholarship Fund. This scholarship was established by Mrs. Elsie Ball Bowley in memory of her husband, Lt. General Albert J. Bowley, a distinguished officer of the United States Army. The recipient is to devote to the James Monroe Memorial Museum as much time and service as the authorities of Mary Washington College prescribe. Consideration is first given to juniors and seniors who are daughters of service personnel, and then to women from foreign countries (preferably Latin American) or to upperclass students whose major interests and work lie in the fields of history or political science. Inquiries should be addressed to the Dean of Academic Services.

Bushnell Scholarship. Awarded to a student in need of financial assistance who maintains satisfactory academic progress. FAFSA required.

Nina G. Bushnell Scholarship (Class of 1937). The recipient must be a rising junior or senior having a cumulative grade point average of at least 3.0 with a declared major in Art, Theatre, or Music.

Chandler Scholarship. Algernon B. Chandler, President of Mary Washington from 1919 to 1928, bequeathed a sum to the College; the proceeds are used toward the education of a junior or senior selected on the basis of scholarship and need. FAFSA required.

Rosalie Chauncey Memorial Scholarship in Studio Art. Recipients shall have declared studio art as their major and must have shown great potential for superior performance in drawing and painting. First consideration given to students with demonstrated financial need. Selected by the Department of Art in consultation with the Associate Dean for Financial Aid. The scholarship shall be awarded for the study of painting in Paris, France, prior to the senior year. May be awarded for a semester and/or a summer term.

Chiles Scholarship. This scholarship is awarded to students in need of financial assistance who have demonstrated strong academic ability. Recipients will be given preference for renewal as long as they maintain at least a 3.0 cumulative grade point average. FAFSA required.

Class of 1942 James Harvey Dodd Scholarship in Business Administration. Awarded to a junior or senior major in Business Administration who has at least a 3.0 cumulative grade point average in the major and a record of service to the College. FAFSA required. Additional information may be obtained from the Department of Business Administration.

Class of 1944 Memorial Scholarship Fund. Program for students who demonstrate need and maintain a cumulative grade point average of at least 2.5. FAFSA required.

Ann Elizabeth Collins Memorial Art Award. Established in memory of Ann Elizabeth Collins ('73) by friends, relatives, and faculty, this award is given annually to the student who has the greatest potential for pen and ink drawings and graphics. The recipient, selected by members of the Department of Art, receives the award at the Student Art Show or other appropriate event.

Roy Sheldon Cook Scholarship. Each year the Department of Chemistry awards a scholarship of up to $500 to a chemistry student with high academic standing and financial need. The scholarship is in memory of Dr. Roy Sheldon Cook, who taught chemistry at the College for many years. Additional information may be obtained from the department chair.

Lester D. Crow Scholarship for Student Teachers. Established by Lester D. Crow, a former faculty member at Mary Washington College. Awarded to help defray expenses while participating in the student teaching experience. Interested students should contact the Department of Education.

Oscar H. Darter Scholarship in History. Established in 1988 by Mrs. Lela Deere Darter in memory of her husband, Dr. Oscar H. Darter, who served on the faculty at Mary Washington College from 1926 until his retirement in 1960. Awarded annually to a rising junior or senior majoring in history. The recipient shall possess an academic standing and personal traits of distinction which emulate the high standards of achievement exhibited by Dr. Darter during his lifetime, including his lifelong interest in the History of World Civilization. Contact department chair for additional information.

James Harvey Dodd Award in Economics. Established in memory of Dr. James Harvey Dodd, who served on the faculty from 1928 to 1962, this scholarship is awarded to a senior majoring in economics who intends to enter a graduate degree program and who demonstrates financial need. Additional information may be obtained from the economics department.

Ann Elizabeth Fitschen Memorial Political Science Award. Established by gifts from family, friends, and classmates of Ann Elizabeth Fitschen ('75), a cash award is made annually to the senior majoring in political science with the highest academic average, as determined by the faculty of the Department of Political Science and International Affairs. An additional sum is presented annually to the department, on behalf of the recipient, to be spent at the discretion of the department's chair.

Fredericksburg Chapter Alumni Scholarship. This annual scholarship is awarded to a child or grandchild of MWC alumni. Recipients must have a "B" average from high school, and the scholarship is renewable as long as the recipients maintain a cumulative grade point average of 3.0 at MWC. Additional information may be obtained from the Fredericksburg Chapter Alumni Scholarship Committee.

Fredericksburg Kiwanis Scholarship. Recipients of this scholarship will be deserving students from the Fredericksburg area who also have demonstrated financial need. FAFSA required.

The Free Lance-Star Scholarship. Students from all academic disciplines are eligible but recipients must have demonstrated an interest in journalism through some means such as course selection, college activities, work, etc. Recipients of the scholarship must have a cumulative grade point average of at least 3.0. Financial need is a criterion, along with leadership skills confirmed through participation in student organizations and activities. Recipients will be eligible to hold the scholarship during their junior and/or senior years.

Garland Gray Foundation Scholarship in Historic Preservation. Recipients must have declared historic preservation as their major area of study. The recipients must be from Virginia and demonstrate financial need.

Barbara Diane Hall Foundation. Established by Mrs. Dorothy N. Bonnet in memory of her granddaughter, the scholarship is awarded annually to a student pursuing a major in the fine arts. Candidates are considered on their academic record, contribution to a discipline in the fine arts, and overall merit.

Anne and Sidney Hamer Music Award. This annual award is presented each spring semester to the Bachelor of Arts music major who has earned the highest overall grade point average during his or her three and one-half or more years of study at the College.

Susan J. Hanna Endowed Scholarship Fund. The recipient of this scholarship award shall be a rising junior or senior majoring in English with a minimum 3.00 cumulative grade point average. For additional information, contact the chair of the Department of English, Linguistics, and Speech.

Florence Elizabeth Jett Carey Harding ('18) Memorial Scholarship. This scholarship is awarded to students from the Northern Neck of Virginia (Lancaster, Northumberland, Richmond, and Westmoreland counties) who have demonstrated financial need.

Beulah M. Hartman Scholarship Fund. Established in 1989 by Mr. and Mrs. Donal F. Hartman, family members, and friends in memory of Mr. Hartman's mother, Beulah M. Hartman, this scholarship is awarded to an undergraduate student with demonstrated need who has declared his or her intention to pursue teacher licensure and a career in the field of education.

Henry W. Hewetson Award. This annual award is presented to a student who has demonstrated superior academic achievement in economics. The recipient is selected by the faculty of the Department of Economics.

The Mary Siegrist Hinz Leadership Awards Program. Established in 1987 by Mr. Dan H. Hinz, Jr. and Mr. and Mrs. Robert R. Siegrist in memory of Mary Siegrist Hinz, a 1981 Summa Cum Laude graduate of Mary Washington College, this program provides awards to rising juniors or seniors who have demonstrated high academic achievement, citizenship, athletic excellence, and a personal commitment to physical fitness. Additional information may be obtained in the Financial Aid office.

Winnie Hudson Hodgson Scholarship. Established by Mrs. Hodgson (Class of 1940), the scholarship is awarded annually to a deserving student, with preference given to a worthy and needy graduate of Culpeper High School.

Alexander W. Holsinger Scholarship in Theatre. The recipient of this scholarship shall be an outstanding student in theatre. For additional information, contact the chair of the Department of Theatre.

Class of 1943 in Memory of Levin J. Houston, III. This annual award will be made to a student who has demonstrated financial need as determined by the FAFSA application. Selection will be made by the Associate Dean for Financial Aid.

The Michael Houston Memorial Fund. Established in 1973 in memory of Michael Houston, the first Vice President of the College and an Associate Professor of History, the Fund awards scholarships to students whose parents are among the classified personnel of the College.

Earl G. Insley Chi Beta Phi Scholarship. Established in 1989 by the Chi Beta Phi chapter at the College, friends, and members of Professor Insley's family, in memory of Professor Earl G. Insley, who founded the Mary Washington chapter of Chi Beta Phi in 1945. This scholarship is awarded annually to a senior member of Chi Beta Phi majoring in one of the natural or physical sciences or mathematics.

Myrtle Hollins Isbell Scholarship. The recipients must have demonstrated financial need and be in good academic standing with a cumulative grade point average above 2.0. The recipients must be full-time, degree-seeking students and be U.S. citizens.

Patricia Hutton Johnson Memorial Scholarship. The recipient must have attained senior class standing in the Bachelor of Liberal Studies program and must have at least a 2.5 cumulative grade point average.

Nellie Celeste Jones Scholarship Fund. This scholarship was established in memory of Nellie Celeste Jones, beloved member of the Mary Washington College class of 1946, by her sister, Nova Thelma Jones. Students from the Richmond, Virginia, area will receive first consideration to be recipients.

Cora Lee Kaufmann Scholarship. The recipients shall be rising juniors or seniors having at least a 3.0 cumulative grade point average and be declared majors in the Department of Sociology and Anthropology.

Martin Luther King Memorial Scholarship. Established by members of the College community following the assassination of Dr. King, this scholarship is awarded to a financially needy student selected by the Office of Financial Aid. FAFSA required.

Albert R. Klein Memorial Scholarship. This scholarship was established in memory of Dr. Albert R. Klein, former Chair of what had been the Department of Dramatic Arts and Speech. Preference is given to students pursuing a major or concentration in theatre or speech.

Mary Jo Kleiner-Phillips Scholarship. The recipient must be a junior or senior from Virginia or Maryland, have a cumulative grade point average of at least 3.0, and be working toward teacher certification in elementary education (K-6).

Elsa von Müller Leidecker Scholarship. The recipient shall be a rising junior or senior majoring in Environmental Science. For additional information, contact the chair of the Department of Environmental Science.

Charles A. and Lenore Kramer Orchestral Music Scholarship. Recipients must be members of the College-Community Symphony Orchestra and be nominated by the chair of the music department. Nominations are based on high achievement in musicianship and overall contribution to the College-Community Symphony Orchestra. Preference is given to students who have demonstrated financial need. Additional information may be obtained from the Department of Music.

Martha Fischer Leighton Memorial Scholarship. Recipients must demonstrate need and maintain at least a 2.5 cumulative grade point average. First consideration is given to residents of Virginia. FAFSA required.

Katherine Skinner Leu Memorial Scholarship in Historic Preservation. This annual scholarship is awarded to a historic preservation major from Virginia. First preference is given to residents of Stafford County, second preference to residents of the City of Fredericksburg or Spotsylvania County. The recipient shall have demonstrated financial need and have demonstrated an interest in research and preservation in the Falmouth/Stafford County area. Additional information may be obtained from the chair of the Department of Historic Preservation.

Mary and Daniel Loughran Black Student Scholarship. Recipients must be black students who are members of the junior or senior classes. Recipients must have a cumulative grade point average of at least 3.0, and will be selected on the basis of academic achievement and leadership.

Mary and Daniel Loughran Scholarship. The recipient shall have demonstrated financial need with the selection of the award recipient made by the Office of Financial Aid.

George E. Luntz Anonymous Award in Music and Voice. This award is presented annually to an outstanding junior or senior music major. The recipient is determined by the faculty of the Department of Music.

Mary Washington College Alumni Association Endowed Scholarship. Awarded on an annual basis to a student at Mary Washington College who is a child or grandchild of an alumnus of Mary Washington College who has demonstrated financial need based on the FAFSA application. Selection shall be made by the Scholarship Committee of the Alumni Association.

Martha and Lawrence McMurtry Scholarship. The recipient of this scholarship shall be from the Fredericksburg area, show demonstrated need, and maintain at least a 3.0 cumulative grade point average.

McMurtry-Lyon Scholarship. The recipient of this scholarship shall have demonstrated financial need and be a resident of the greater Fredericksburg area. Selection shall be made by the Office of Financial Aid.

McMurtry-Vaughan Scholarship. The recipient of this scholarship must be from the Fredericksburg area, demonstrate financial need based on the FAFSA, and possess at least a 3.0 cumulative grade point average.

Melchers/Gray Scholarship in Studio Art. This award will be made as a purchase award announced at the annual student art exhibit. Recipient will be determined by the studio art faculty who will choose an outstanding student work from this exhibit to become part of the art collection of the College. All annual purchase award selections will be maintained by the Ridderhof Martin Gallery staff and will be displayed only in the art department.

MWC Minority Student Scholarship. A scholarship program for entering and returning racial minority students.

Ellen Alvey Montllor *('48)* **Scholarship.** Recipients of this scholarship must demonstrate financial need.

Ralph A. Niemann Scholarship in Computer Science. Established in 1988 by family and friends in memory of Ralph A. Niemann, this scholarship is awarded annually to a rising senior majoring in computer science. The scholarship is awarded on merit to a student possessing the academic standing and personal traits which emulate the high standards of achievement exhibited by Mr. Niemann during his lifetime. Mr. Niemann was a pioneer in computer development and served as head of the Strategic Systems Department at the Naval Surface Warfare Center in Dahlgren, Virginia.

Outstanding Local Senior Award. This award, sponsored by the Fredericksburg Chapter of the Mary Washington College Alumni Association, is presented to the senior from the Fredericksburg area who has the highest cumulative grade point average.

Charles S. and Camilla Moody Payne Scholarship. This scholarship is awarded to historic preservation majors. Preference is given to students with demonstrated financial need. Additional information may be obtained from the Department of Historic Preservation.

Jeannine Mary Pfeifle Scholarship. In memory of Jeannine Mary Pfeifle, class of 1979, this scholarship is awarded each year by a College selection committee to a rising senior who is a U. S. citizen. Specifically, and in descending order of priority, the recipient must be a daughter of a U. S. Marine serviceman, daughter of a U. S. Navy serviceman, son of a U. S. Marine serviceman, or son of a U. S. Navy serviceman. Contact Financial Aid office for additional information.

Minnie Rob Phaup Memorial Scholarship. Established in memory of Minnie Rob Phaup, former member of the Mary Washington College faculty, this scholarship is awarded to outstanding psychology majors in either the junior or senior year at the College.

Benjamin T. Pitts Scholarship. Recipients will have declared business as their major and be from the Fredericksburg area. Selection will be made by the financial aid office upon consultation with the chair of the Department of Business Administration.

Carrol H. and Lula A. Quenzel Memorial Scholarship Fund. Established in memory of Dr. Carrol H. Quenzel, former Mary Washington Librarian and Professor of History, these annual scholarships are awarded to deserving junior and senior students. Preference is given first to those who worked in the Library in the previous semester or who are working there in the current semester, and next to students majoring in history.

Claudia Moore Read Scholarship in Dance. The recipient must be a full-time degree seeking student in good academic standing, must make outstanding contributions to the Mary Washington College Dance Company, must excel in the study of dance at Mary Washington College, and must demonstrate the desire to utilize dance after graduation in graduate study. The selection of the recipient shall be made annually by the dance faculty and the Friends of Mary Washington College Dance in consultation with the Associate Dean for Financial Aid.

Fita Rivas Scholarship in Spanish. The annual recipient of this scholarship shall be a rising junior or senior with a declared major in Spanish who is interested in and intends to pursue graduate studies in Spanish. The recipient shall have demonstrated financial need based on the FAFSA application.

Lynn Ruby Memorial Scholarship. Established in memory of Lynn Ruby ('68), this award is available first to graduates of Woodbridge Senior High School, Woodbridge, Virginia, and then to residents of the State of Ohio.

Oscar Theodore Schultz III Award in Mathematics. This award, established in the spring of 1984, commemorates Oscar Schultz, a master of the art, as well as the science, of mathematical analysis. Selected by a committee of the mathematics faculty, the recipients are junior or senior mathematics majors who have demonstrated desire and potential to master the art of mathematics. Through them, the ideals of Oscar Schultz live on.

Signet Bank Scholarship in Business. A scholarship will be awarded annually to a student majoring in business who demonstrates need. Additional information may be obtained from the Department of Business Administration.

Grellet C. Simpson International Scholarship. Established by the Alumni in 1974, this scholarship was endowed by President Emeritus Simpson in appreciation for alumni support during his tenure at the College. It is awarded annually to a junior or senior student to aid his or her study abroad.

Adam Smith Scholarship for Graduate Study in Economics. The recipient shall be a graduating senior planning graduate study in economics or a related field. The scholarship shall be awarded annually by the economics faculty. Interested seniors shall submit a letter of application to the chair of the Department of Economics by April 1.

Annie Fleming Smith Scholarship Fund. This scholarship was established by Mrs. Elsie Ball Bowley in memory of Mrs. Annie Fleming Smith, whose efforts made possible the preservation of Kenmore, the home of George Washington's sister. The recipient must devote to the Kenmore Association as much time and service as the authorities of Mary Washington College prescribe. In awarding this scholarship, primary consideration is given to students from the Northern Neck of Virginia, consisting of the counties of King George, Lancaster, Northumberland, Richmond and Westmoreland. Inquiries should be addressed to the Dean of Academic Services.

Society for Worldwide Interbank Financial Telecommunications, Inc. Scholarship. The Society for Worldwide Interbank Financial Telecommunications, Inc. has contributed $1,500 to be awarded to a current senior at Mary Washington College who is majoring in computer science, has a cumulative grade point average of 2.0 or better, demonstrates financial need, and is a resident of one of the following Virginia counties: Culpeper, Fauquier, Madison, Orange, Rappahannock, or Spotsylvania. Selection of the recipient shall be the responsibility of the Associate Dean for Financial Aid in consultation with the chair of the Department of Computer Science.

Rita M. and Jathan N. Stone Scholarship. The recipient must have demonstrated financial need with the selection being made by the Office of Financial Aid.

Rebecca Culbertson Stuart Memorial Scholarship. Established in 1989 by her husband, David Burgess, family members, and friends in memory of Rebecca, a member of the Mary Washington College Class of 1972, this scholarship is awarded annually to a rising senior majoring in biology who has an exemplary academic record.

Laura V. Sumner (Class of '69) Memorial Scholarship. Established by the Class of 1969 in memory of Laura V. Sumner, Professor of Classics at the College for many years. The recipient shall be an entering freshman. The award will be based on merit and the selection shall be made by the Office of Financial Aid.

Laura V. Sumner Award in Classics. This award was created by Lucile Cox Jones and Robert Epes Jones in memory of Laura V. Sumner, Professor of Classics, to recognize her splendid contributions to the Department of Classics and to the College. The award is given annually to an outstanding student in the Classics.

Thomas Howard and Elizabeth Merchant Tardy Endowment Fund. The income from the grant is used primarily to aid students descended from James R. Tardy and his wife, Mary M. Tardy, and from William H. Merchant and his wife, Belle Ashby Merchant. If funds remain, other students in financial need may also be considered for assistance.

Frances Thompson Scholarship. This scholarship is awarded to a student from the Fredericksburg area who is in need of financial assistance and maintains satisfactory academic progress. FAFSA required.

Tillery Scholarship. The recipient, a graduate of a public senior high school in the First Congressional District of Virginia, must intend to be a residential student at Mary Washington for four years and earn a B.A. or B.S. degree. This $1000 scholarship for each of the four years is awarded in recognition of superior academic preparation and potential for achievement. To retain this scholarship, a student must maintain a cumulative grade point average of 2.5 or better during the freshman year and 3.0 or higher in subsequent years. Candidates are selected from those accepted to MWC either by the early decision or honors admission programs.

Elizabeth P. Tillery Memorial Scholarship in Music. Two $1,000 awards made annually to junior or senior music majors. Recipients must be full-time, residential students and must earn a 3.0 grade point average each year.

Union Bank and Trust Scholarship. Recipients shall be from the counties of Caroline, Hanover, or Spotsylvania, or from the cities of Bowling Green or Fredericksburg, Virginia. Recipients shall have demonstrated financial need on the FAFSA application.

Aurelia B. Walford Scholarships in Music. Established by the will of the late Aurelia B. Walford, these scholarships are awarded annually to music majors on the basis of academic merit and performance skills.

J. Binford Walford Scholarships in Architecture. Established by the will of the late Aurelia B. Walford, these scholarships are awarded annually to majors in art history, historic preservation, or history who have stated career goals in architecture-related endeavors.

Ruby York Weinbrecht Award. This annual cash award is presented to the outstanding senior library aide as selected by the Library's staff.

Shirley L. and Jean D. White Scholarship. The recipients of this scholarship will be selected by William M. Anderson, Jr., President of Mary Washington College. Recipients shall perform fifty hours of volunteer service for the College at the direction of the President.

Pearl Bourne Williams Scholarship. This scholarship is awarded to deserving students from the City of Fredericksburg or from King George or Stafford Counties (Virginia) who have demonstrated need.

Matilda Stock Willson Scholarship. Recipients of this scholarship must be working toward teacher licensure in elementary education (K-6) and must maintain a grade point average of at least 3.0. First preference will be given to female junior or senior students from Virginia, including B.L.S. students, with financial need.

Fred R. Winer Research Scholarship. Recipients shall have declared performing arts as their major and shall be involved in a research production project approved by the Department of Theatre and Dance. Additional information may be obtained from that department.

Faculty Wives' Scholarship Fund. This scholarship has been created for the purpose of offering financial assistance to children of currently employed, full-time Mary Washington College faculty who may wish to matriculate as full-time degree-seeking, undergraduates at the College. These awards will be made without any consideration to financial need or special academic qualifications and with the proviso that the recipients maintain academic good standing and full-time, degree-seeking status. Applicants must write a letter of interest to apply for the scholarship by May 15. Letters are to be directed to the Office of Admissions and Financial Aid.

Edgar E. Woodward Faculty Children's Scholarship. This annual scholarship is awarded to faculty children enrolled full-time in a degree-seeking program at Mary Washington College.

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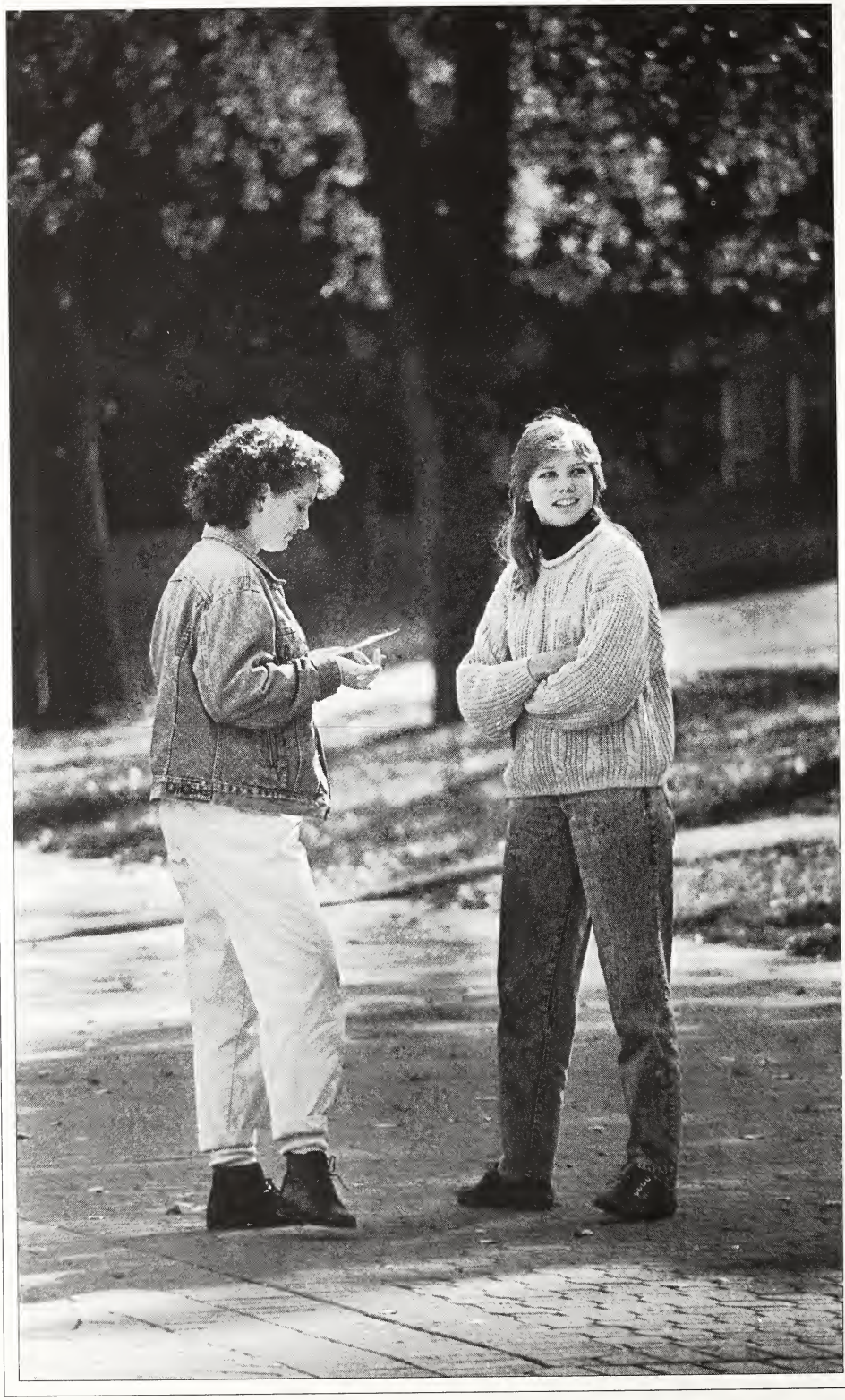

Student Life

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THE HONOR SYSTEM

The Honor System is the mature and deeply cherished moral code of personal integrity at Mary Washington College, which students have lived under since 1944. It provides that a student shall act honorably in all facets of campus life. Lying, cheating, stealing, or breaking one's word of honor are considered infringements of the system, and the penalty for violation, as determined by the Honor Council, may be dismissal from the College.

Although its constitution is occasionally revised, the Honor Code has remained basically the same throughout the years. The Honor Council retains sole control of its operations and is responsible to the student body, which derives its authority to maintain the Honor System from the Board of Visitors. Because of the nature of the Honor System, final responsibility lies with the Board of Visitors, but all enforcement is in the hands of students.

All students must understand that by accepting admission to Mary Washington College they make a commitment to the provisions of the Honor Code. Upon entering the College for the first time, every student is given a copy of the complete Honor Code and is expected to become familiar with its provisions. Student counselors interpret the Honor System to all new students before they are asked to sign a pledge card stating that they understand what is expected of them and that they realize that a plea of ignorance will not be accepted by the Honor Council. Registration as a student is not considered complete until the Honor Pledge card has been signed.

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CAMPUS CENTER

Woodard Campus Center is the focus of daily student life at the College. It is both a central gathering place for students and a versatile facility for organized activities. Student mailboxes, lounges, the Leadership Development Center, lockers for commuting students, the Eagle's Nest snack bar, offices for student organizations, and COAR, the Center for Community Service, generate a constant flow of students, faculty, and staff through the Center. Meetings, speakers, and receptions are regularly scheduled in the meeting rooms and lounges. Musicians and other entertainers perform in both the intimate setting of the Eagle's Nest and in the Great Hall.

RESIDENCE HALLS

Twenty-one residence halls and small houses offer students a wide choice of on-campus housing. Language, leadership, and academic/quiet houses, as well as large, single-sex and coeducational residence halls are available. Each is staffed with a full-time area coordinator, student head resident, or resident assistant, and upper-class students trained to assist students with college life. Each hall participates in community standards which establishes guidelines and sanctions for certain conduct as agreed upon by its residents.

The Office of the Dean of Students supervises residential life at the College and provides support services directly concerned with student health and well-being.

HEALTH CENTER

The College Health Center offers students a self-care center and outpatient medical services seven days a week. A full-time physician, nursing staff, and consulting service from area specialists give students a comprehensive medical resource.

PSYCHOLOGICAL SERVICES CENTER

Staffed by trained psychologists and counselors, the Psychological Services Center assists students with personal growth and development as well as more serious issues such as depression, anxiety, or sexual assault and abuse. Psychological services are available to all full-time MWC students without fee. All consultation and counseling is confidential, in accord with usual legal and ethical guidelines.

BOOKSTORE

The College Bookstore sells textbooks used in the academic program. It also carries related instructional supplies, office supplies, personal items, gifts, greeting cards, etc. The bookstore also stocks a large number of "trade" books, including current novels, classics, and recommended outside reading.

COLLEGE POLICE

The College Police have twelve full-time officers and provide round-the-clock protection to the campus. The authority, responsibility, and training of the officers are the same as those for any other police officer in the Commonwealth.

STUDENT GOVERNMENT

Internal governance for student life is provided by the Student Government Association. Its executive officers and the members of the Student Senate are elected each year. They, in turn, appoint students to serve on a variety of student committees and on nearly all faculty and administrative committees at the College. A second elected group, Class Council, is responsible for social programming and many of the College's traditional events. The Honor Council, consisting of elected representatives from each class, presides over the Honor System.

CLUBS

The Student Association recognizes over eighty political, religious, social, and cultural clubs interested in a wide range of activities. In addition, most academic departments support interest clubs or honorary societies.

STUDENT PUBLICATIONS AND BROADCASTING

The College has a weekly newspaper, *The Bullet*; a yearbook, *The Battlefield*; a literary magazine, *Aubade*; and an opinion journal, *Polemic*. All publications and the campus radio station are student-run.

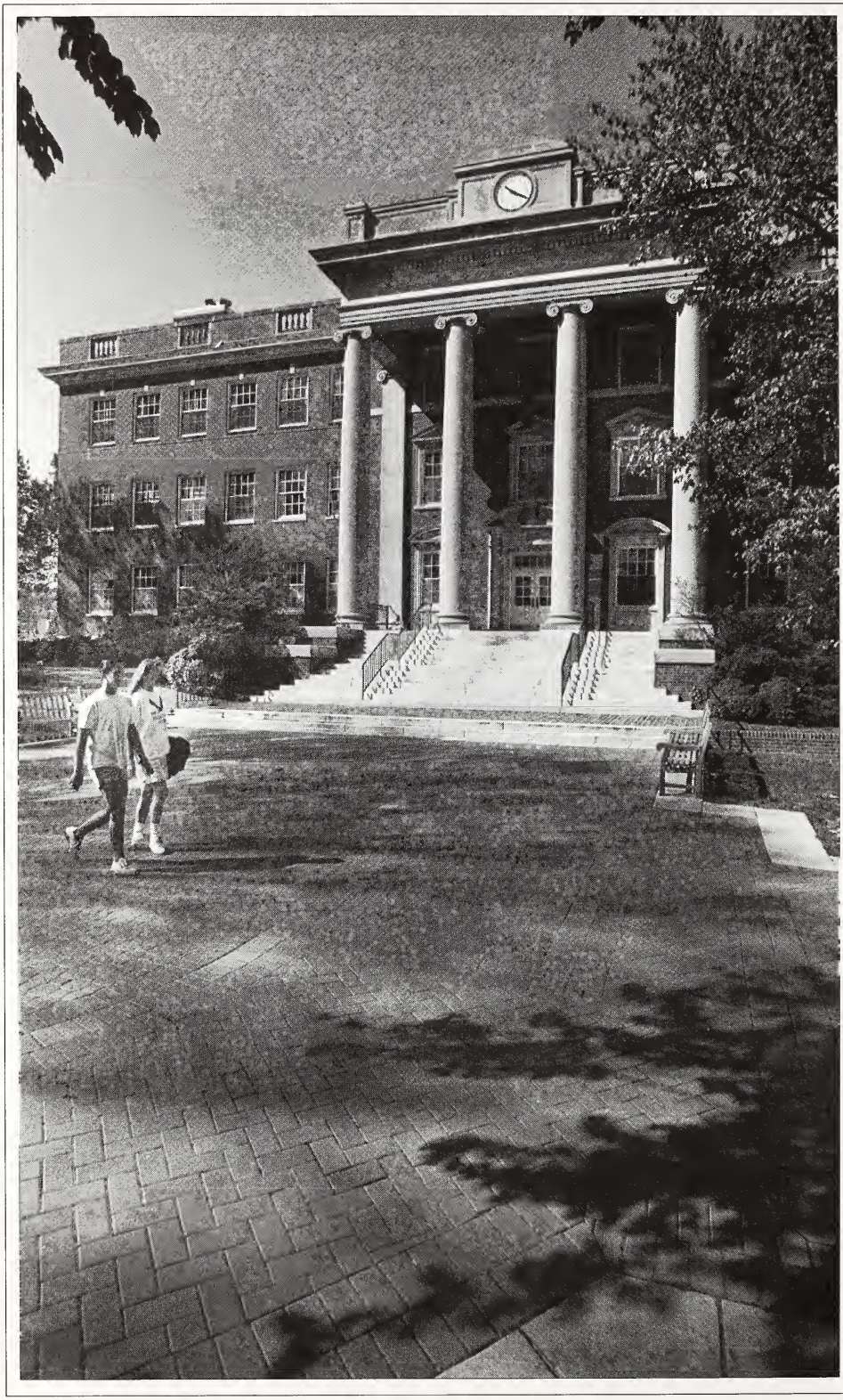
ATHLETICS

A comprehensive intramural athletic and club program provides opportunities for competition in a full range of sports throughout the year. The College also has twenty-one men's and women's NCAA Division III teams for intercollegiate competition. Men's intercollegiate teams compete in baseball, basketball, cross country, lacrosse, riding, soccer, tennis, swimming, and indoor and outdoor track and field. Women have intercollegiate teams in basketball, cross country, field hockey, lacrosse, riding, soccer, softball, swimming, tennis, volleyball, and indoor and outdoor track and field. In 1994-95, MWC captured its fourth straight Capital Athletic Conference All-Sports Award. Six Eagle athletes achieved All-American status. Over forty-five percent of all athletes achieved a 3.0 or better grade-point average, and four athletes were named Academic All-Americans.

Mary Washington's physical education building provides a basketball gymnasium, dance studios, an intercollegiate swimming pool (with one- and three-meter diving boards and electronic touch time system), an auxiliary gymnasium, an 8,000-square-foot weight training room, a handball-racquetball court, three competitive volleyball courts, two indoor batting cages, an athletic training room, and a multi-purpose activities room. State-of-the-art outdoor facilities include fields for baseball, soccer, lacrosse, softball, and field hockey; cross country courses and a running trail; ten lighted tennis courts; and a modern eight-lane, 400-meter Rubaturf all-weather track.

FOR FURTHER INFORMATION

Additional information on Student Life will be found in the Mary Washington College *Student Handbook*, published annually, which is distributed to all students.



Academic Resources

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LIBRARY

Simpson Library is one of the finest undergraduate libraries in Virginia and constitutes a vital focus of the academic life of the College. Through services provided by its highly trained staff, the Library enhances and supports the instructional programs of the College and provides assistance in support of the research needs of students and faculty. Generous daily hours of access are provided.

The Library's collections include over 300,000 cataloged items, 1,500 current magazine and newspaper subscriptions, and an extensive microform collection of newspaper and periodical back issues. The Library adds 6,000 or more volumes to its collection each year to support a wide-ranging curriculum. The Library is an official depository of both federal and state publications, receiving approximately 13,000 government documents annually. The Library's Special Collections Room houses a rare books collection and the College's archives.

One of the largest buildings on campus, Simpson Library includes 400 seats for public use; 260 of these seats are individual study desks and several small rooms are provided for group-study. A large classroom, used for the Library's instructional program, has facilities for acquainting students in the use of the Library's automated systems. The Library's operations and services are supported by the VTLS integrated computer-based system. The Library's automated data base provides access to cataloging and acquisition records, circulation status, and an on-line public access catalog. This system can be used throughout the Library and can be queried by patrons outside of the Library via its dial-in capability. The Library provides over two dozen data bases, mostly bibliographic, on CD-ROM. A full range of instructional services is offered faculty and students to aid in the use and interpretation of the Library's resources, including course-related instruction and reference assistance. OCLC and DIALOG, national systems devoted to computer-assisted bibliographic services, are used to support extensive inter-library loan service and provide searching of remote data bases.

ACADEMIC ADVISING

Academic advising changes as students move through their degree programs. Freshmen and new transfer students are assigned to advising groups led by a professor or administrator. When students declare majors, usually during the sophomore year, they are assigned academic advisors within the appropriate department. Each department also designates one or more career advisors to assist majors in that department in the development of their career plans.

SPECIALIZED ADVISORS

Health Sciences. The health sciences constitute a variety of professions providing health care. The basic liberal arts and science courses offered at Mary Washington prepare students for entering nursing, physical therapy, dental hygiene, and pharmacy. During their first year students must give careful attention to the admission requirements of professional schools. An allied health advisor is available in the Office of Academic Services to help students select courses that meet these requirements and prepare for the relevant admission examination. Admission to professional institutions is, of course, very competitive and depends on academic performance and scores on qualifying examinations.

Medical. Students considering a medical career may concentrate their studies in any major field. Medical, dental, and veterinary schools accept students who have demonstrated superior achievement within their major field as well as in their overall academic programs. Although most of the pre-medical, pre-dental, and pre-veterinary students at the College major in one of the sciences, a student choosing to major in the humanities or social sciences may take the necessary science courses as electives. Because admission to medical, dental, or veterinary school is highly selective, it is important for a student to choose a major that can lead to an alternate career should his or her application be unsuccessful. A major program in biology, chemistry, or other science will provide opportunities for careers in medically related fields such as biochemistry, clinical chemistry, medical technology, pharmacology, medicinal chemistry, biomedical engineering, and forensic science.

The Premedical Advisory Board at the College assists each student by collecting biographical data and faculty recommendations, by counseling for Medical College Admissions Test (MCAT) and Dental Admissions Test (DAT), and by preparing an integrated, institutional recommendation for the student to be sent to medical and dental schools. The institutional recommendation is based on the student's record, faculty recommendations, and the Board's estimate of the student as gained through an interview.

Law. The pre-law advising system provides guidelines for students interested in entering law school. While there is no standard pre-law curriculum at the College, the pre-law advisor helps students select courses that meet their individual needs, foster skills necessary to the legal profession, and prepare for the Law School Admissions Test (LSAT). Students are encouraged to enroll in courses that develop written and oral communication as well as reasoning.

Teacher Education. The Teacher Education Program at Mary Washington is approved by the Virginia State Department of Education and the National Association of State Directors of Teacher Education and Certification. Students who complete an approved program qualify for licensure/certification in all the states with which Virginia has reciprocity agreements. Students major in one of the traditional academic disciplines and take professional courses as electives. They have advisors both in their major discipline and in the College's Department of Education. (See information provided on page 92.)

SERVICES FOR STUDENTS WITH DISABILITIES

Mary Washington College is committed to ensuring the rights of students with disabilities, as prescribed by federal and state regulations. A person with a disability is defined as anyone with a physical or mental impairment that substantially limits one or more of such major life activities as walking, seeing, hearing, speaking, working, or learning. The College has the right to verify the disability or to require that the student provide verification of the disability.

A student with a disability may be required to request reasonable accommodations through the Office of Academic Services in order to receive such accommodations. The Director of Disability Services coordinates services for students with disabilities, advises and assists in arranging reasonable accommodations, and acts as a liaison between students and faculty/administration on issues relating to services or accommodations.

Because each student may require a different approach in order to achieve equal access to programs and services, accommodations may include, but are not limited to, reduced courseloads, extended test time, alternative forms of tests, notetaker assistance, enlarged print materials, and sign language interpreters.

A request for alternative degree requirements will be considered only when other forms of accommodation are not sufficient to meet the special learning needs affected by the student's disability. In such cases, the Office of Academic Services will verify the diagnosis of the disability, provide appropriate academic counseling for the student, and assist the student in formulating a proposal for an alternative requirement. Students seeking accommodation in relation to the College's academic program should contact the Director of Disability Services in the Office of Academic Services.

COMPUTER ACCESS CENTER FOR THE VISUALLY-IMPAIRED

The Computer Access Center for the Visually-Impaired is designed to provide access for students, faculty, and staff who cannot use conventional computers. Equipment can display characters up to five inches tall, and includes a sophisticated speech synthesizer, a closed-circuit television camera which can display printed materials on the computer screen in full- or split-screen mode, and a modem which connects with the College Library's on-line catalog. In addition, the Computer Access Center has catalogs and resource lists for recorded, Braille, and large-print textbooks. There is a large collection of catalogs concerned with aids and appliances.

ACADEMIC INTERNSHIPS

A program of academic internships through which qualified juniors and seniors work in off-campus settings is coordinated by the Office of Career Services. Academic departments sponsor the internships and award credit for them. Career Services maintains lists of internships that are organized by major program with a cross reference by career field. Students should stop by the office to pick up the Internship Policies and Procedures sheet.

Internships are available with federal and local government, businesses, non-profit organizations, radio and television stations, newspapers, law firms, museums, and others. The College's location near Washington, D.C., and Richmond, Virginia, provides numerous internship opportunities.

A sampling of internship duties includes writing and editing a newsletter, conducting legal and social science research, counseling, interviewing for personnel offices, assisting with museum exhibits, creating databases, organizing fundraisers, working in probation, writing articles for newspapers, and conducting market research.

UNDERGRADUATE RESEARCH GRANTS

In an effort to provide students ample opportunity to participate in faculty-sponsored research projects, the College has established an Undergraduate Research program. Under this program, students are able to work with faculty members on an extremely broad range of research topics, and in many cases present their findings at state, regional, or national meetings. Students have an opportunity to become involved with this program during the Fall and Spring semesters as well as during the summer months.

INTERNATIONAL PROGRAMS

Mary Washington College, as part of its commitment to liberal arts education and global awareness, strongly supports and encourages study abroad for its students. Students who wish to enrich their academic program by studying abroad are assisted by their faculty advisors and the Office of International Programs. Mary Washington students have studied in Australia, Austria, Belgium, Belize, Colombia, Egypt, England, France, Germany, Greece, Ireland, Israel, Italy, Japan, Kenya, Mexico, Morocco, Namibia, Nepal, the Netherlands, Russia, Scotland, South Africa, Spain, Wales, and Zimbabwe.

The College sponsors a number of summer study abroad programs which capitalize on the expertise and interests of our faculty and offer unique, challenging, and stimulating educational experiences for Mary Washington College credit. Programs currently offered or planned are located in western and eastern Europe, London, Italy, and South Africa. The College awards several study abroad scholarships. Internationally-known speakers, artists, and entertainers, sponsored by a variety of campus organizations, enhance the intellectual, cultural, and social life of the College.

Mary Washington College enrolls international students from approximately twenty-five countries. The Office of International Programs advises these students on immigration matters and assists them with academic and social adjustments. Citizens of the World is a student-run organization for international students and others interested in learning about different cultures.

CULTURAL AND RACIAL DIVERSITY

Mary Washington College continually and actively seeks a rich blend of cultural and racial diversity in its faculty and staff, students, curriculum, and activities. A number of the College's initiatives particularly support that goal.

The Multicultural Center, created in 1990, specifically focuses on the academic and social well-being of minority students. The Center offers advising, leadership, tutoring, and cultural programs, and also provides a continuous link to the minority segment of the local community.

Four ongoing programs sponsored by Mary Washington assist minority students to prepare for college. The Upward Bound Program offers African American/black high school students from the local area the opportunity to experience academic and social life in a college setting through special weekend and summer programs.

The James Farmer Scholars, named after the prominent civil rights leader who teaches at Mary Washington, are selected African American/black students from the Fredericksburg area's middle and high schools. These students participate in a five-year enrichment program designed to equip and encourage them to continue their educations.

Project SOAR, in cooperation with Fairfax County, provides similar support for a multi-ethnic group of high school students selected from that county. Generally, this group includes Asian, Hispanic, and African American/black students.

The Student Transition Program each year prepares a similar group of students from around the state for their first year at the College.

In addition to these programs, Mary Washington offers a Minority Student Scholarship which provides significant support to qualified minority students who enroll at the College.

Mary Washington College also fosters cultural and racial diversity through its Statement of Community Values and Behavioral Expectations, its racial and sexual harassment policy, and its AAEEO policy. The Council on Community Values and Behavioral Expectations, a special advisory group made up of students, faculty, and staff, is committed to promoting an equitable atmosphere that encourages:

- recognition of each individual's right to freedom of speech and open intellectual inquiry in the pursuit of truth;
- the treatment of individuals with civility, dignity, and respect;
- tolerance of individual differences;
- a feeling of trust and confidence, devoid of connotations of inferiority and superiority; and
- understanding, appreciation, and acceptance of many diverse cultures.

Other interest groups on campus which assist in promoting diversity within the College community and which offer programs and resources that foster an awareness and understanding of racial and cultural difference are the Black Faculty and Staff Association, the Asian Student Association, the Black Student Association, BOND (Black Men of a New Direction), Citizens of the World, the Hillel Club, the Hispanic Student Association, and Women of Color.

Through these many efforts the College strives to achieve greater diversity in its population and a full measure of respect for, and appreciation of, the cultural traditions of minority groups.

CENTER FOR GRADUATE AND CONTINUING EDUCATION

Established in 1990 to serve the growing educational needs of area adults, the Center for Graduate and Continuing Education offers a variety of graduate and undergraduate programs as well as credit and non-credit courses designed especially for part-time, commuting adult students. The Center provides leadership in identifying and defining educational needs of area businesses, school divisions, professional organizations, and individual citizens, and works to meet those needs by delivering flexible and accessible programs.

Two Mary Washington degrees are offered through the Center. The Bachelor of Liberal Studies is an individualized program providing liberal arts educational opportunities with the flexibility adults need to study while managing work and family. The Master of Arts in Liberal Studies is designed for adults who wish to pursue an interdisciplinary degree part-time.

The Center works in partnership with other state institutions and agencies to assure that educational needs are met. The Virginia Cooperative Graduate Engineering Program, with courses taught *via* satellite in the evenings by professors from the University of Virginia, Virginia Tech, and Old Dominion University, offers degrees awarded by those institutions. In addition, a Master of Education in Educational Administration and Supervision is delivered to the campus by Virginia Commonwealth University.

Non-credit programs offered by the Center include weekend mini-courses especially for teachers, summer Elderhostel programs and a year-round institute for older adults, teleconferences, and professional development workshops and seminars. The Center serves as the test site for such national examinations as GRE, GMAT, and LSAT, and offers CLEP exams several times annually.

The Rappahannock Region Small Business Development Center, sponsored in cooperation with the Virginia Department of Economic Development, provides free consultation to individuals interested in starting a business or to business owners with fewer than 100 employees.

WRITING CENTER

Part of the College-wide Writing Intensive program, the Writing Center is open to all Mary Washington students. It expresses the College's belief in writing competence as an essential ingredient of a liberal arts education. Operating within the Honor Code, the Writing Center offers free tutorial assistance to students, regardless of major, both for course assignments and for personal writing needs.

The Writing Center works with student writers at every skill level to improve their writing performance. Staffed by a faculty director, an assistant, and well-trained student tutors, the Center provides advice in getting started on papers, developing ideas, achieving unity and coherence, reviewing troublesome parts of papers, understanding and correcting recurring grammatical and punctuation errors, and overcoming writer's block. The Writing Center welcomes students writing research papers, short essays, letters of application, lab reports, and personal correspondence. It also provides access to various writing guides. The director conducts several workshops each year on writing skills important to success in college work.

COMPUTER RESOURCES CENTER

Because "computer literacy" has become an important component of a sound college education, the College provides access to large and small computer systems for both faculty and students, as well as offering workshops and individual consultations for users needing assistance. On request, the College provides Internet addresses to faculty and students for electronic communication with other campuses and other Internet sites.

CENTER FOR HISTORIC PRESERVATION

The Center for Historic Preservation supports historic preservation activities as well as the College's undergraduate degree program by sponsoring lectures, workshops, seminars, and conferences, and by undertaking sponsored research. The Center also administers two properties listed on the National Register of Historic Places, the James Monroe Law Office-Museum and Germanna, the site of eighteenth-century Governor Alexander Spotswood's frontier plantation.

DISTINGUISHED VISITORS

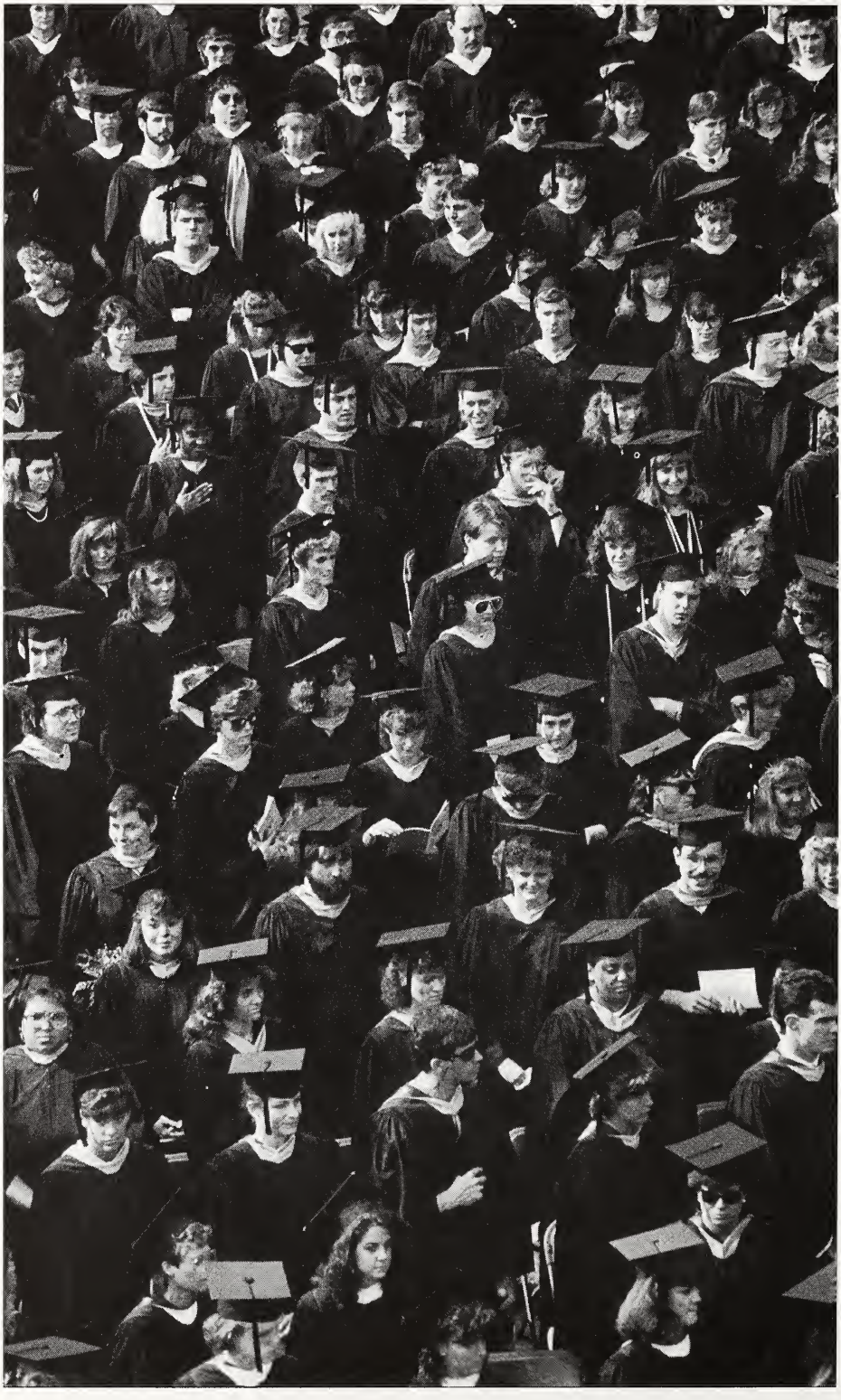
The Alumni Association sponsors an annual Distinguished Visitor in Residence who teaches classes and offers at least one general address open to the public.

CAREER SERVICES

The Office of Career Services assists students and alumni in assessing their skills, interests, and values; exploring and testing occupational areas; and implementing their career goals. Career Services offers programs for freshmen, sophomores, juniors, seniors, graduate students, and alumni. These services can help students decide their majors and career goals. Students assess their strengths and learn how to research occupational areas through career development workshops, individual career counseling, and the computerized career guidance systems SIGI PLUS and Virginia VIEW.

The office maintains a Career Resource Center that contains books and articles about a variety of occupational areas as well as directories of organizations. Career Search, a computer database of more than 200,000 employers nationwide, is available for students and alumni to use in their job searches. The Resource Center also houses information on graduate and professional school programs, including law and medicine, as well as internship listings and full-time, part-time, and summer job vacancies. Informational interview binders list alumni and others who are willing to discuss their career fields. Career Day, held in the fall, provides an opportunity for representatives from businesses, government agencies, school systems, and non-profit organizations to explain their career opportunities. The Occupational Fair, held in the spring, brings MWC alumni to the campus to discuss their career fields.

Workshops on résumé writing, interviewing skills, and job search strategies, as well as videotaped mock interviews, help students with their job search. Through the on-campus recruiting program, graduating students have the opportunity to interview with organizations hiring for full-time positions. The office also maintains credential files for students and alumni.



Academic Programs

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DEGREE REQUIREMENTS

Mary Washington College awards four degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Liberal Studies, and Master of Arts in Liberal Studies. The Bachelor of Arts and Bachelor of Science degrees are traditional programs. The Bachelor of Liberal Studies program is designed specifically for adults returning to college either part- or full-time. The Master of Arts in Liberal Studies is for part-time, commuting adults. The College also allows those who have completed degrees elsewhere to enroll for a second degree.

BACHELOR OF ARTS, BACHELOR OF SCIENCE

Requirements for these degrees are divided into three basic categories: General Education courses, the major program, and elective courses. The General Education requirements acquaint the student with the various areas of study and modes of thought in the liberal arts and sciences. The major program allows a student to investigate one discipline (or several in an interdisciplinary major) in depth. Although students must major in an academic discipline, they may also work toward a specific career or professional goal. Both major programs and career opportunities are outlined in the following sections.

Together, the General Education requirements and the major program account for approximately one-half to two-thirds of the total course of study. Though students decide individually how best to fulfill the rest of their undergraduate curriculum, the College encourages a rich and diverse total program. Options open to the student include individual study, student-designed special majors, pass/fail courses, and double majors.

Making decisions is a part of one's education at Mary Washington. While faculty members help students select courses and major programs of study, the final decisions are the student's own. Students are responsible for assuring that they fulfill all degree requirements.

B.A./B.S. REGULAR PROGRAMS

The choice of major program determines which degree one gets. Both the B.A. and B.S. degrees require 122 credits for completion. Both degrees also require an overall cumulative grade point average of at least 2.00 (equivalent to a "C" average) on Mary Washington coursework, as well as a cumulative grade point average of at least 2.00 in the major program. To be considered a degree candidate, a student must earn at least thirty academic credits at Mary Washington College, including at least half the credits required for the major program. Students must also earn at least fifteen of the last twenty-one credits of their degree programs at Mary Washington.

GENERAL EDUCATION REQUIREMENTS

Students must complete all General Education requirements unless exempted. The content of a course, rather than the department in which it is taught, determines which General Education requirements it fulfills. The same course may satisfy several requirements and/or be included in the major program. The specific list of General Education courses changes periodically. An updated list appears in the Schedule of Courses, published for advanced registration each semester.

Abstract Thought. *(6 credits, including at least 3 in mathematics)* Courses in Abstract Thought describe any one of several self-contained systems of analysis. The courses concern themselves with the ways one establishes the validity of statements and organizes them into logical sequences. Such courses are found in disciplines ranging from music, through mathematics and philosophy, to business.

Foreign Language. A student must demonstrate proficiency by completing the equivalent of the intermediate college course in a foreign language, modern or ancient. Students who, at admission, have successfully completed four units of a single language through level IV in high school have satisfied the foreign language requirement. Students may also ask a language department to declare proficiency on the basis of individual records. Students whose native language is not English are exempt from this requirement after successfully completing English 101, *Writing Workshop*, or being declared exempt from that course.

Human World. *(9 credits divided between at least two disciplines)* Courses in the Human World help the student see how research concerning human behavior, whether individual or social, is designed, carried out, and evaluated. The courses are analytical, explaining as well as describing human behavior, and the explanations must go beyond surveying current views by setting them into an historical context.

Intellectual Frameworks. *(9 credits divided between at least two disciplines)* Courses in Intellectual Frameworks identify and explore patterns in time. They might examine the ways that the cultural values of one era interact, or they might trace a common element through several eras. These courses introduce students to interactions among concepts, show that ideas occur in discernible systems, and that concepts are related chronologically within and across cultures. They are critical rather than merely descriptive in emphasis, showing both the origins and consequences of particular ideas. The courses compare different systems of ideas or stress a historical view of a single system.

Modes of Creativity. *(9 credits, divided between at least two disciplines; 3 credits must be in literature)* Courses in Modes of Creativity require students to evaluate their own responses to works of art, judge the responses of others, and compare the judgments of the past to those of the present. The courses introduce students to recognition of form, encourage respect for the effect of medium upon form, and illuminate the relationship between artistic expression and cultural context. Such courses are found in art history, drama, dance, music, studio art, and the various literature departments.

Natural World and Laboratory Experience. *(8 credits)* Courses in the Natural World stress the scientific method and the need for logical thought, precision, objectivity, and unbiased observation. They also impart a basic knowledge of the particular subject and refer to applications of research pertinent to society at large. Such courses introduce a discipline to prospective majors, but they also address the impact of science and scientific research on the larger social world. To fulfill this requirement students must take a two-semester, vertically-building sequence of laboratory courses within the same discipline.

Physical Education. A minimum of 2 credits of Physical Education or Dance must be completed successfully. A maximum of 8 credits in Physical Education may be included in the 122 credits required for graduation.

Writing. Every student must successfully complete at least five courses designated "Writing Intensive." These courses teach writing appropriate to the subject matter and demand a minimum number of pages of clear prose in short essays, laboratory reports, or long papers. Writing is assigned and returned with constructive comments throughout the semester. During their first year, most students take English 101, *Writing Workshop*. Thereafter, students can choose from Writing Intensive courses offered by every department on campus.

MAJOR PROGRAM

A major program within a single discipline requires at least thirty, but no more than forty, credits. Students must take at least one-half of the major program at Mary Washington, earning a grade-point average of 2.00 in the courses. In addition to majors in the traditional arts and sciences disciplines, the College offers interdisciplinary and special major programs. Many students complete two major programs to satisfy diverse personal interests. Requirements for the major programs appear in the department entries of this Catalogue.

A student and faculty advisor may also design an individual major program by selecting, from two or more departments, courses that define a field of concentration. Examples of approved Special Majors include programs in Afro-American studies, Asian studies, classical and general archaeology, ethnology, Italian studies, Latin-American studies, linguistics, medieval studies, Russian studies, and urban affairs. A proposal for a special major must be submitted to the Curriculum Committee before the student has completed 90 credits.

ELECTIVES

Students must complete enough additional courses to accumulate 120 semester credits, exclusive of the required two credits of physical education. No student in a regular B.A. or B.S. program may count more than 55 credits in a single discipline toward the 122 credits required for graduation.

B.A./B.S. ALTERNATE PROGRAM

Students with exceptional backgrounds and special interests may apply for the Alternate Degree Program, which allows for greater concentration than the regular degree program. In an alternate degree program, up to one-half of the coursework may be in a single discipline, and up to three-quarters in a single area. At least one-quarter of the total credits must come from an area other than the one which includes the major discipline. All General Education requirements still apply. Students interested in the alternate degree program should apply to the Curriculum Committee before the beginning of the junior year.

SECOND MAJOR OR SECOND BACHELOR'S DEGREE

A student who has earned a bachelor's degree from Mary Washington College and wishes to pursue further undergraduate work may either complete an additional major and have it noted on the permanent record (with the date of completion) or earn a second degree if it is different from the first (for example, a B.A. or B.L.S. if the first degree was a B.S.). A student must apply for admission for the second degree, and then earn at least thirty additional credits at Mary Washington, including the major program or core area and the General Education requirements listed in the current Catalogue.

A student who has earned a bachelor's degree at another institution must enter Mary Washington as a transfer student and then complete the major program or core area and General Education requirements of the second degree as defined in the current Catalogue.

BACHELOR OF LIBERAL STUDIES PROGRAM

The Bachelor of Liberal Studies (B.L.S.) is designed for men and women 24 years of age and older. Credit previously earned at other institutions, or through CLEP, and learning acquired through life or work experience may be converted to college credit. The candidate for the B.L.S. degree works closely with a faculty mentor. Together, they design a curriculum plan that incorporates the student's past experience and present goals. Students proceed at their own pace toward completion of the program.

Students who have registered for classes in the B.A./B.S. program at MWC within the past calendar year and who have completed more than 31 credits at the College may not enroll in the B.L.S. program. The B.L.S. degree requires 120 semester hours, distributed in three categories: general education, electives and core area. The student must demonstrate competence in English and earn at least 30 credits in graded classroom work. At least 30 credits must be taken at Mary Washington College after admission to the program. A quality-point average of 2.00 on all Mary Washington College work is also required.

Some students are required to complete Liberal Studies 100, *Orientation*. Others may wish to enroll in Liberal Studies 101, *Portfolio Development*, for assistance in developing portfolios that document learning gained through life and work for possible conversion to academic credit.

General Education. Courses totaling at least six credits are required in each of the following areas, and no course may be scored in more than one category. The natural sciences and mathematics area requires a minimum of nine credits with a minimum of three credits from each.

Humanities — art appreciation, art history, classics, drama, history of film, literature, music appreciation, music history, philosophy, religion.

Social Sciences — anthropology, economics, geography, historic preservation, history, linguistics, political science, psychology, sociology.

Natural Science and Mathematics — astronomy, biology, chemistry, geology, mathematics, physics.

Communication Arts — art theory, computer language, creative writing, foreign language, logic, music theory, performing arts, photography, speech, studio arts.

Electives. Fifty-four credits may be taken in electives.

Core Area. Thirty-nine credits must be taken in a core area, which consists of a coherent group of courses organized to create a specialty or concentration. A student may select any liberal arts major offered by the College, or create an interdisciplinary concentration from the offerings of several departments. Students must earn a quality point average of 2.0 in this area, and at least one-half of the core must be upper-level courses.

Competence in English Composition. Each student must demonstrate competence in English Composition. This may be accomplished by taking English 101, Writing Workshop; completing a comparable writing course; or winning certification from the Department of English, Linguistics, and Speech.

Writing. In addition to demonstrating English competency, each student matriculating into the B.L.S. program with 60 or fewer transfer hours must successfully complete two writing intensive courses at Mary Washington College; students who matriculate with more than 60 hours must successfully complete at least one writing intensive course.

Classroom Experience. At least 30 credits must be earned by direct classroom experience at Mary Washington or another institution.

Residence Credit. Thirty semester hours must be completed at Mary Washington College after admission to the Bachelor of Liberal Studies Program.

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MASTER OF ARTS IN LIBERAL STUDIES

The Master of Arts in Liberal Studies (M.A.L.S.) is a flexible interdisciplinary graduate program in the liberal arts intended as a terminal degree for adults interested in analyzing social and cultural issues central to Western civilization. The program requires 30 graduate credit hours distributed in four categories: initial courses; colloquia; electives; and individual project. All students take Ideas and Movements of the Western World, a two-semester team-taught survey of major trends in thought, the arts, history, and social theory from the ancient world to the present. Students must also take any two of the several colloquia in the program's offerings. These are multi-disciplinary explorations of problems too complex for any single discipline to handle successfully. Each colloquium is taught by a faculty team and involves material from the humanities, the social sciences, and the sciences. Fifteen semester hours fill the elective requirement. These may be chosen from a range of courses in the various disciplines, or they may focus on a single area. Three semester hours of directed study complete the program. Students must maintain a 3.0 semester average in the courses used to fulfill the degree requirements.

Admission and Transfer Credit. All candidates for admission are interviewed by the dean of the program. Any student holding a bachelor's degree from an accredited institution, with at least a "B" average earned in the last two years of work, may apply. A student with a lower average may apply for conditional status. After completing the initial courses (MALS 511 and 512) with a "B" average, the conditional student becomes a candidate for the degree.

Students with appropriate graduate credit elsewhere may transfer up to six hours to count as electives in the M.A.L.S. Students with credit in a graduate liberal studies program having parallel requirements may transfer an additional six hours of appropriate credit. All transfer hours must be approved by the dean of the program.

No more than a combined total of twelve hours of credit counting toward the degree may come from ordinary transfer credit, independent study, and undergraduate courses taken for graduate credit.

Upon full admission, students must complete the M.A.L.S. program within six years.

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ACADEMIC POLICIES AND PROCEDURES

A *Dictionary of Academic Regulations*, published annually by the Office of Academic Services, states the academic policies and procedures of the College. The Center for Graduate and Continuing Education publishes supplements covering unique provisions of the Bachelor of Liberal Studies and Master of Arts in Liberal Studies degree programs. The *Student Handbook*, issued by the Dean of Students, covers non-academic policies. Changes in policy or procedure are announced in *This Week*, the official campus newsletter. These documents, as well as the college *Catalogue*, are for the convenience of students, faculty, and staff, but none should be interpreted as an irrevocable contract. Each student is responsible for noting changes in policy or procedures affecting his or her program and adjusting the program accordingly. Final responsibility for meeting all degree requirements rests with the student.

GRADING

Academic performance in any course is rated according to the following system:

A unusual excellence
B work distinctly above average
C work of average or medium quality
D the lowest passing mark, work of below average quality
F failure (result: no credit in the course)
AP testing service examination passed (advanced placement)
CH challenge examination passed
CI test incomplete (test failed for credit-by-examination)
CR test out (credit-by-examination)
FA failure in a pass/fail course (result: no credit in course)
FW withdraw failing from a pass/fail course
G delayed grade
H holding grade (temporarily issued when instructor has not assigned a final grade)
I incomplete (illness or emergency in the final portion of a semester has prevented the student from finishing the course)
IA incomplete, as above, in a pass/fail course
PA pass in a pass/fail course
PW withdraw passing from a pass/fail course
SA satisfactory in a physical education or 100-level Dance course
UN unsatisfactory in a physical education or 100-level Dance course (result: no credit in the course)
WF withdraw failing from a graded course
WP withdraw passing from a graded course

Grade-Point Average. Grade-point averages are computed only on courses taken at Mary Washington College. Each grade, "A" through "D," carries a numeric value which, when multiplied by the number of course credits, gives the number of grade points for the course. A grade of "A" carries four, "B" carries three, "C" carries two, and "D" carries one. Thus a three-credit course with a grade of "A" provides 12 grade points; a four-credit course with a grade of "C" provides 8 grade points; and so on.

The student's grade-point average is computed by dividing the total number of graded credits attempted into the total grade points earned. On the grade report the units attempted do **not** include credit-by-examination, transfer credits, physical education credits, or pass/fail credits passed. They do, however, include units for all graded and pass/fail courses failed.

Mid-Semester Reports. In the middle of each semester students are notified if their standing in a course is unsatisfactory. Though neither entered on a student's permanent record nor sent to parents or guardians, mid-semester unsatisfactory reports are sent to the Office of Academic Services and to the student's mentor or advisor. Because a "U" is a warning that significant improvement is needed, the student should consult instructors and advisors for assistance.

ACADEMIC PROBATION AND SUSPENSION

The purpose of probation and suspension is to warn students that they are not doing satisfactory work, to stimulate them to improve their performance, or, finally, to serve notice that the institution does not choose to allow them to continue because there is little or no likelihood of their finishing successfully.

The academic progress of a full-time student is evaluated at the end of the Fall and Spring semesters, and at the end of the summer if he or she has taken 12 or more graded credits during the summer. The progress of a part-time student will be evaluated whenever his or her total number of graded credits increases by at least 12 credits.

For both full-time and part-time students, evaluation of academic standing is based on the total number of graded credits attempted and the cumulative overall grade-point average (GPA). (Grades of FW, PA, PW, SA, UN, WP, WF, I, and G are not considered in calculating the GPA.)

Probation. A student is placed on probation whenever the student's GPA falls below 2.00. A student on probation may continue at the College provided that he or she continues to make acceptable progress toward a 2.00 GPA. (See the following table to determine what constitutes acceptable progress.) In determining probation/suspension for transfer students, the number of graded credits will include all accepted transfer credits as well as MWC credits; the GPA, however, will be calculated on the basis of MWC credits only. No transfer student will be suspended after only one semester (or the equivalent) at the College.

As appropriate, "Academic Probation" is entered on the student's permanent record. A student placed on academic probation is required to consult with his or her faculty advisor and the Office of Academic Services no later than the first week of the ensuing semester. At that time, the student may be advised to modify his or her course schedule and will be given opportunities to improve study techniques and study time allocation.

Suspension. Students who do not make satisfactory progress while on probation will be suspended. No student can be suspended after only one semester; however, suspension is possible after any two semesters, even non-consecutive ones, in which the student's cumulative GPA is sufficiently below 2.00. The College's policy is summarized in the following table:

CRITERIA USED TO DETERMINE A STUDENT'S STATUS REGARDING ACADEMIC PROBATION OR SUSPENSION

Total Graded Credits (Mary Washington plus transfer credits)	Probation	Suspension for one semester plus summer	Suspension for two semesters plus summer(s)
12 – 15	less than 2.00 GPA	—	—
16 – 30	GPA = 1.65 – 1.99	GPA = 1.50 – 1.64	less than 1.50 GPA
31 – 45	GPA = 1.80 – 1.99	GPA = 1.65 – 1.79	less than 1.65 GPA
46 – 60	GPA = 1.95 – 1.99	GPA = 1.80 – 1.94	less than 1.80 GPA
61 & above*	—	GPA = 1.90 – 1.99	less than 1.90 GPA

*(*Students with 61 or more graded credits are subject to suspension if their overall GPA has been less than 2.00 for any two semesters, even if they are not consecutive semesters.)*

As appropriate, "Academic Suspension" is entered on the student's permanent record. A suspended student may not register for any classes at MWC (semester or summer) until his/her term of suspension expires. Courses taken at another institution while a student is on suspension are not accepted by MWC for transfer credit. A student suspended for the first time will be suspended for either one or two semesters, as shown in the table above. A student suspended for a second time (permanent suspension) is ineligible to obtain a degree from Mary Washington College or to enroll in courses offered by the College.

A first-time suspended student who wishes to continue must indicate to the Readmission Board, in writing, that he or she intends to re-enroll. The petition must be postmarked by March 1 to be considered for Fall semester re-enrollment or by October 1 to be considered for Spring semester re-enrollment. The Readmission Board will then extend a readmission contract to the student, who, on formally accepting the contract, will be assured continuance at MWC at the conclusion of the suspension period. The readmitted student may take classes in the Fall or Spring semester which follows the conclusion of the suspension period. A student returning from suspension after the end of the Spring semester is eligible to take courses during the subsequent summer. However, students suspended at the end of the Spring semester are not permitted to take courses for credit during the summer that begins their suspension period, nor are students whose suspension period includes both the Spring and subsequent Fall semesters. A student whose absence from the College extends more than one semester beyond the end of the specified suspension period must comply with any changes in degree requirements and academic regulations made during his or her absence from the College.

READMISSION

The procedure for re-enrolling at the College after discontinuing coursework for one or more semesters is determined by a student's grade-point average (GPA) at the time of discontinuance. Students whose GPA is 2.00 or higher (based on MWC coursework) must indicate their intention to resume coursework by submitting a "Declaration to Continue" form to the Office of Admissions and Financial Aid. This form must be received by a specified deadline with the required fee and tuition deposit.

Students whose grade-point average in MWC coursework is less than 2.00 must petition for permission to re-enroll. This includes any student returning from a period of academic suspension. Petitions must be received in the

Office of Academic Services (George Washington Hall, Room 211) no later than March 1 for consideration for the following Fall semester and October 1 for the following Spring semester. Guidelines for petitioning are available in that office.

Any student who interrupts the pursuit of the degree by more than one semester for any reason other than approved Study Leave or academic suspension must comply with any changes in degree requirements and academic regulations made during his/her absence from the College.

An undergraduate student who is seeking readmission to the College may choose to have all Mary Washington College coursework which is at least seven academic years old not counted in the calculation of the GPA. In choosing this option, such a student receives credit for courses in which a grade of at least "C" was earned; the grades for such courses, however, are not included in the computation of the GPA. The decision to declare Academic Bankruptcy must be made at the time of re-enrollment and can be claimed no more than once in a student's career at the College.

CONTINUING AT THE COLLEGE

Each spring, degree-seeking students must indicate their intention to enroll for the Fall semester by returning a form mailed early in the spring and making a deposit toward their fees for the next semester. Although the College makes every effort to mail enrolled students the forms necessary for continuing, each student is responsible for obtaining and filing the Declaration to Continue. The forms and instructions are available from the Office of Admissions and Financial Aid.

WITHDRAWING FROM THE COLLEGE

A student who wishes to withdraw from the College during a semester must notify the Office of Student Records in person, and, if a minor, must have the written consent of a parent or guardian. The student should also meet with an academic advisor in the Office of Academic Services.

TRANSFER COURSES

Students admitted to degree programs at Mary Washington may use courses taken at other colleges and universities to meet Mary Washington degree requirements by obtaining prior approval from the College's Director of Academic Advising. All courses must be approved in advance for transfer credit. Courses to be counted in the major program must also be approved by the student's major advisor, who helps the student select coursework related to major requirements at Mary Washington.

STUDY ABROAD

The procedure for transferring credits earned on study abroad programs is the same as that for transferring credits earned at U.S. institutions, except that earlier planning is necessary. Usually preparations begin a year or so in advance. Students in any major can make study abroad part of their Mary Washington experience. With the guidance of faculty advisors and the

resources of the Office of International Programs, students investigate the broad range of available programs. Students may enroll in programs sponsored by American universities or apply directly to foreign institutions. Since some of the courses taken will ordinarily fulfill requirements in the major program, the student's major advisor must be involved in planning study abroad.

SUMMER SESSION

The College offers coursework during a Summer Session which consists of two successive terms. Each term is five weeks long, with the first term beginning approximately two weeks after Commencement (*cf.* Summer Session calendar on page 190). Students can take up to sixteen credits (fourteen academic credits plus two physical education credits) over both terms, thereby completing the equivalent of one semester of full-time academic work. During the Summer Session course offerings are numerous and cover a broad range of disciplines taught at the College.

ACADEMIC RECORDS

The College keeps an official academic record for each student containing all coursework taken, grades earned, grade point average, and notes on the student's academic status. Access to academic records is allowed in accordance with the Family Educational Rights and Privacy Act as amended in 1974. There are no rights guaranteed under the Act for parents of college students, regardless of the student's age. In compliance with this federal law, Mary Washington College will not release information about a student's grades without the student's prior written consent.

STUDENT OUTCOMES ASSESSMENT

Mary Washington College has adopted a comprehensive plan for evaluating the impact of its programs and services on its students. Developed in response to guidelines set forth by the State Council of Higher Education for Virginia and the Southern Association of Colleges and Schools, the assessment program examines the extent to which the College is meeting its intended goals for its students.

The College's commitment to assessing its effectiveness necessitates the participation of students, who are required to be involved directly in the evaluation of the General Education curriculum. Graduating seniors may also be required by their major departments to participate in assessing the effectiveness of major programs. Students who choose not to participate in assessment activities may have sanctions placed against them.

Assessment results are used to evaluate programs, not individual students. Although the data collected are maintained in the College's computer data base, they are not included on official transcripts, nor are the aggregated data used for any purpose other than comparative analysis. The long-range goals of outcomes assessment are to identify the College's shortcomings and build upon its strengths. Only by examining closely the effects of what it does can the College become a stronger and continuously improving institution.

RECOGNITION OF STUDENT ACHIEVEMENT

Student achievement is recognized by Mary Washington College in several ways. At the end of each semester the College publishes The President's List and The Dean's List of Honor Students. Outstanding student achievement is recognized at Commencement with a variety of honors and awards, and other awards are presented at annual Convocation ceremonies. In addition, most academic departments sponsor chapters of honor societies which recognize student achievement in specific disciplines.

THE PRESIDENT'S LIST

At the close of a semester's grading period, each student who has completed at least twelve credits of new course work on which grade points can be computed with a grade-point average of 4.00 on that work earns a place on the President's List of Honor Students for the semester.

THE DEAN'S LIST

At the close of a semester's grading period, each student who has completed at least twelve credits of new course work on which grade points can be computed with a grade-point average of 3.50 to 3.99 on that work earns a place on the Dean's List of Honor Students for the semester.

INTERMEDIATE HONORS

Intermediate Honors are awarded to students who achieve a grade-point average of 3.75 or higher in their first 56 credits earned at Mary Washington College, at least 44 of which must be graded credits.

FINAL HONORS

At Commencement, Final Honors are awarded to students who achieve a grade-point average of 3.75 or higher in their last 56 credits earned at Mary Washington College, at least 44 of which must be graded credits.

DEPARTMENTAL HONORS

Students may earn graduation with honors in their major subjects. Each department establishes its own requirements for honors projects or theses. During the junior year, interested students should consult with the chair of the major department for details. Awards of departmental honors are announced at Commencement.

ACADEMIC DISTINCTION

The college recognizes the academic attainment of graduating seniors through the awards of Cum Laude, Magna Cum Laude, and Summa Cum Laude, based solely on the student's grade point average at Mary Washington College. The cumulative grade-point average to be attained for each award is as follows: Cum Laude, 3.25–3.49; Magna Cum Laude, 3.50–3.74; Summa Cum Laude, 3.75 or higher. To graduate with Academic Distinction a student must earn at least sixty Mary Washington College credits on which grade points can be computed.

COLGATE W. DARDEN, JR. AWARD

Established in 1960, this award honors Colgate W. Darden, Jr., President of the University of Virginia from 1947 to 1959. It consists of a medal designed by Gaetano Cecere, formerly of the Department of Art, and a cash sum. It is awarded to the senior having the highest cumulative grade-point average. To be eligible, a student must have earned at least 94 credits on which grade points can be computed.

PHI BETA KAPPA

Outstanding students may be elected to Phi Beta Kappa in the junior or senior year, in recognition of excellence in the pursuit of liberal education. Selection is made by the members of the Mary Washington College chapter, Kappa of Virginia.

ALPHA PHI SIGMA

Established to encourage learning and to recognize high scholastic achievement, Alpha Phi Sigma's requirements for admission are a 3.25 average on at least 60 semester hours of graded work.

MORTAR BOARD

Mortar Board is the national senior honorary recognizing those students who combine outstanding records of scholarship, leadership, and service. Founded as a women's honorary in 1918, it has been open to both men and women since 1976.

WHO'S WHO AMONG STUDENTS IN AMERICAN COLLEGES AND UNIVERSITIES

Senior selection to Who's Who is based on scholarship, leadership, community activities, citizenship, and service to the College.

KAPPA DELTA PI

An international honor society in education, Kappa Delta Pi elects those to membership who exhibit outstanding scholarship and a commitment to the teaching profession and to excellence in education.

ALPHA SIGMA LAMBDA

This national honor society recognizes the special achievements of adults who demonstrate academic excellence while facing competing interests of home and work.

MARY WASHINGTON COLLEGE ALUMNI AWARD

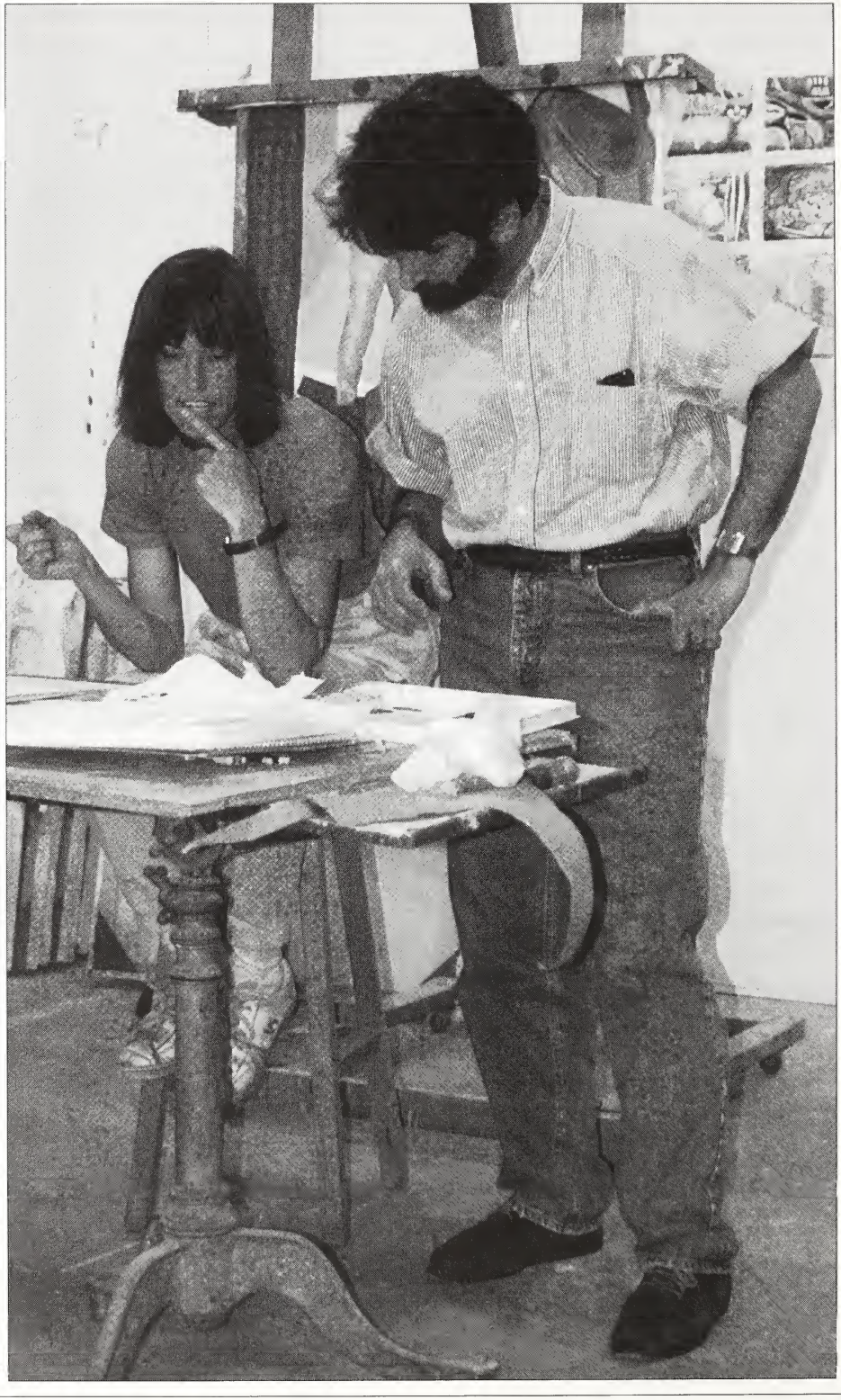
The Alumni Association presents this award to a member of the graduating class who has shown distinction in academic achievement and outstanding service to the College.

KIWANIS AWARD

Awarded to a graduating senior by the Kiwanis Club of Fredericksburg based upon that student's service, leadership, and scholarship.

BACHELOR OF LIBERAL STUDIES DISTINGUISHED GRADUATE AWARD

Presented to a member of the graduating class completing the B.L.S. degree who, in his or her years at Mary Washington College, has demonstrated an outstanding combination of scholarship and citizenship.



Courses of Study

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UNDERGRADUATE PROGRAMS

Mary Washington College, through its twenty-two academic departments, offers twenty-eight undergraduate majors. Some departments also offer special concentrations within the major, such as Latin within the classics major and anthropology within the sociology major, and special majors are possible through application to the Curriculum Committee.

Courses numbered 100 through 199 are ordinarily elementary or introductory. Courses numbered 200 through 299 may assume prior study or competence in the subject, acquired in secondary school or in college. Courses numbered 300 through 498 assume either previous course work or special competence in the field. Courses numbered 499 are internships. Individual study courses offer learning opportunities in areas or subjects not covered by regular courses. Courses numbered 500 and above are for graduate students in the M.A.L.S. program. With the permission of the Dean of Graduate and Continuing Education and the course instructor, advanced undergraduates may take selected graduate courses for undergraduate credit.

No course may be taken for credit which is a prerequisite for, or introductory to, a course already completed successfully. A current prerequisite list is published in the Schedule of Courses each semester. Students are responsible for checking their courses against the list before registering.

AMERICAN STUDIES

Department of History and American Studies

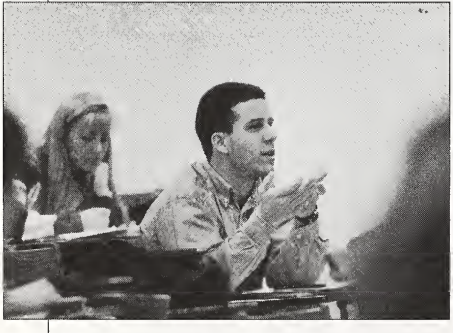
Porter R. Blakemore, *Department Chair*
Arthur L. Tracy, *Program Director and Career Advisor*

The American Studies Program

American Studies explores America in two broad ways: first, it focuses on major issues in the American experience, century by century, in four "core" courses, from 17th Century to 20th. It then asks students to take that understanding and apply it to a fifth core course that explores contemporary issues such as the persistence of the belief in American exceptionalism. Second, it gives the student three options to meet the fifteen-credit related course requirement. Option one allows students to select all fifteen credits from among a group of courses in several disciplines that deal with American culture. Option two allows students to develop a comparative approach to American Studies by taking six of the fifteen related course credits in the history/culture of another country. Option three allows students to develop a more intensive comparative studies approach by taking all fifteen related course credits in Latin American history/cultures. See the Director for details on these options and for the list of courses in each.

The core courses in American Studies range broadly across American Culture with the aim of identifying and analyzing major characteristics from colonial life to modern society, exploring behavior and beliefs, and making reasoned judgments about the American experience.

The American Studies major can lead to graduate school, law school, or careers in public school teaching, journalism and communications, library science, many areas of public service, and business.



Requirements for the American Studies Major:

Thirty-six (36) credits to include American Studies 310, 311, 312, 313 and 450; History 131 and 132; Fifteen credits in related or comparative courses, selected from one of three options in consultation with advisor, with no more than six credits in any discipline. Under special circumstances History 131 or 132 may be taken concurrently with the core courses with permission of the Director.

American Studies Course Offerings:

310 – America at Mid-Century: The 17th Century (3)

An examination of the English inheritance, Indian and white relations, early colonial life and labor, origins of slavery, and Puritanism.

311 – America at Mid-Century: The 18th Century (3)

The Great Awakening, evangelical Protestantism, black-Indian-white interaction, class structure, agricultural practices, themes of American identity.

312 – America at Mid-Century: The 19th Century (3)

Emergence of industrial capitalism, moral reform movements, slavery, concept of individualism, Darwinian theory, the family, national character traits.

313 – America at Mid-Century: The 20th Century (3)

Consumption ethic, ethnicity, black culture, American capitalism, cold war and the shaping of modern culture.

350 – Topics in American Studies (3)

This course will explore specific topics in American Studies: e.g., "The Impact of Darwin on American Thought." It is offered occasionally, depending on faculty resources and student interest. Students may use it to meet part of the related field requirements.

450 – Issues in Contemporary America: Senior Seminar (3)

An examination of selected current issues in American culture, specific issues. Topics may vary from year to year.

491 – Independent Study (3)

Directed individual research on problems in American Studies, as approved by the Director.

499 – Internship (variable credit)

Supervised off-campus experience, developed in consultation with the Director. No credit in the major.

ANTHROPOLOGY

Department of Sociology and Anthropology

Joan T. Olson, *Department Chair*
Margaret Huber, *Program Coordinator and Career Advisor*

Faculty

Distinguished Professor
Margaret Huber

The Anthropology Program

The anthropology curriculum concentrates on social and cultural anthropology, and offers introductory and some advanced courses in physical anthropology and archaeology as well. Anthropology courses study and try to explain the varieties of human culture and society, both ancient and contemporary. These courses also give the student an appreciation of the diversity of human cultural achievement.

The anthropology curriculum begins very generally with introductory courses. The intermediate-level courses consider particular cultural areas in some detail—native North America; the South Pacific; and the ancient Maya, Aztec, and other cultures of Meso-America. Courses at the next level present theoretical concerns in anthropology, such as general theory, symbolism, and the cultural construction of gender. Finally, the internships and individual research courses allow students to apply the knowledge acquired in the lower-level courses to subjects of special interest to themselves.

Although anthropologists have traditionally focused on non-western, small-scale societies, they also study contemporary American and European cultures; and their work is included in anthropology courses at Mary Washington College whenever appropriate.

Anthropology provides an excellent background for a number of careers such as museum work, journalism, advertising and market research, personnel management, contract archaeology, primary or secondary education, government agency work, and third-world development, as well as for graduate work in anthropology or related fields.

Students interested in an anthropological curriculum may select the Anthropology concentration in the Sociology major. For information about departmental awards, see listing for "Sociology."

Requirements for Anthropology Concentration [Major in Sociology]

Thirty-nine (39) credits to include Anthropology 101, 102, 301 *or* 322, and 480; twelve additional credits of anthropology courses (six credits of upper-level sociology courses—excluding 490, 491, 492, and 499—may be substituted for anthropology courses); Sociology 200; six credits of 300- or 400-level sociology (excluding 490, 491, 492, and 499); six credits from courses in related fields selected from the following: Art History 310, 311; Biology 204, 252; Classics 205, 211, 380; Geography 201, 275, 301, 302, 304, 305, 306, 307; Historic Preservation 206, 207, 320, 465; History 309, 364, 365, 366; Linguistics 302; Music History and Literature 261F; Political Science 354, 355; Religion 201, 205, 231 (by permission), 331 (by permission); any 300- or 400-level Sociology course (except 490, 491, 492, or 499).

Anthropology Course Offerings

101 – Introduction to Cultural and Social Anthropology (3)

Introduces the student to non-Western cultures, and examines fundamentals such as ritual, myth, exchange, production, law, kinship, and marriage within those cultures.

102 – Introduction to Physical Anthropology and Archaeology (3)

Physical: primatology, genetics, human evolution, and human varieties. Archaeology: objectives and techniques; cultural evolution; ancient civilizations of the Old and New Worlds.

201 – Ethnography of North American Indians (3)

Various Indian cultures from the Arctic, Sub-Arctic, Northwest Coast, Southwest, Plains, and Eastern North America; Meso-American cultures and influences; related theoretical problems.

202 – Ethnography of South Pacific Peoples (3)

Societies and cultures from the South Pacific, including Melanesia, New Guinea, Micronesia, and Polynesia; subsistence, social organization, exchange, ritual and symbolism, gender, modern development.

215 – Pre-Columbian Meso-America (3)

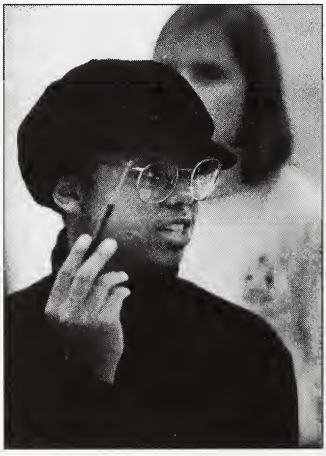
The cultures of lower Mexico, Guatemala, Honduras, El Salvador, and Belize from the earliest archaeological sites so far recovered until the Spanish conquest. Concentration on the "high civilizations" of Olmec, Maya, Teotihuacán, Toltec, and Aztec. Examination of archaeological methods, models, and problems in Meso-America.

217 – Primitive Religions (3)

Anthropological study of religious ideas and practices of selected non-western peoples: sacred and profane, spiritual law, morality; sacrifice, shamanism, divination, and prayer. Cross-listed as *Religion 217.*

301 – History of Culture Theory (3)

Prerequisite: Anthropology 101 or permission of the instructor. Examination of theories of culture from the beginnings of anthropological thought until the present; Morgan, Tylor, Boas, Kroeber, Durkheim, Mauss, Levi-Strauss, and others.



312 – The Anthropology of Gender (3)

Prerequisite: Anthropology 101 or permission of the instructor. The anthropological approach to gender: cultural definition and social status of female and male; women as participants in culture; "male bias" in anthropology and its consequences.

322 – Symbolic Anthropology (3)

Prerequisite: Anthropology 101 or permission of the instructor. The interpretation of cultural symbols as found in rituals, myths, and everyday life in both Western and non-Western cultures.

471, 472 – Special Topics in Anthropology (3, 3)

Recommended: Anthropology 101. Seminar style course; one relatively specialized topic with comprehensive readings, choice determined by both student and instructor interests.

480 – Senior Research (3)

Prerequisites: Sociology major with senior standing; Anthropology 101; one 200-level Anthropology course; Sociology 200; Anthropology 301 or 322. Discussion and intensive independent research resulting in one oral presentation and one 30-40 page senior thesis on a topic of the student's choice. Spring semesters only.

491, 492 – Individual Study and Research (Credits variable)

Prerequisite: Permission of the instructor. Individual work under the guidance of the instructor.

499 – Internship (Credits variable)

Prerequisite: Permission of the instructor. Supervised off-campus experience developed in consultation with the instructor. Up to six anthropology credits may be counted in the anthropology concentration.

ART

Department of Art

Jean Ann Dabb, *Chair*
Jean Ann Dabb, *Career Advisor, Art History*
Lorene C. Nickel, *Career Advisor, Studio Art*

Faculty

Professors

Joseph C. DiBella
Joseph G. Dreiss
Paul C. Muick

Associate Professors

Stephen L. Griffin
Lorene C. Nickel

Assistant Professors

Jean Ann Dabb
Marjorie Och

Director of College Galleries

Forrest McGill

Programs in Art

The department offers two distinct but interrelated majors. The Studio Art major places the student in the challenging situation of addressing theory and technique in the making of art. The Art History major provides students with the intellectual environment needed to gain knowledge about works of art and the research skills necessary to discover new knowledge about them. With a collection of over 80,000 slides, lecture rooms with sophisticated equipment including optically precise projectors, a darkroom, spacious studios with skylights, and a computer imaging and multimedia laboratory, the department is fully equipped to serve both majors.

The Art History major explores in chronological sequence the span of Western art within its proper cultural, philosophical, and historical context. Special courses on styles, issues, and individuals in Western and non-Western art give a broad overview of the complexity of human artistic expression. Field trips to Washington, D.C., Richmond, and Baltimore, and lectures by visiting art historians keep students in touch with important art and recent developments in the field. In the internship program students gain valuable experience and career contacts by working in reputable museums and art institutions in the Washington and Richmond areas.

The Studio Art major teaches fundamental skills, increases aesthetic sensibilities, and advances the student's individual development primarily in the traditional areas of ceramics, drawing, painting, printmaking and sculpture, with opportunities to explore personal approaches and skills in diverse media and techniques. Individual study courses for the advanced student focus on specific artistic problems. Optional internships offer professional experience. Studio Art majors culminate their program with an exhibit in the college gallery.

The College Galleries present art exhibitions and events of interest to the College community. Exhibitions are brought in from museums around the country, or are drawn from the permanent collection of over 4,000 artworks. Students gain valuable experience in the Galleries as catalogers, researchers, administrative assistants, and exhibition installers.

A summer program of study in Urbino, Italy, is offered by the art and modern foriegn language departments. Qualified students may enroll in studio art and art history courses which are held at the Collegi dell'Università di Urbino.

Requirements for the Art History Major

Thirty-nine (39) credits to include Art History 114, 115, 216, and 303; twenty-seven additional credits in Art History, including at least one 400-level research-oriented course and one course from each of the following chronological periods: Ancient, Medieval, Renaissance, Baroque and Modern. Art History majors must take a diagnostic test during the semester they declare the major.

Requirements for the Studio Art Major

Thirty-nine (39) credits to include Studio Art 101 and 102; Twenty-four additional credits in Studio Art, of which at least 12 must be at the 300- or 400-level; at least one course each in ceramics, painting, printmaking and sculpture; Art History 115; six additional credits in 200-, 300-, or 400-level Art History courses; Junior Portfolio Assessment; Senior Exhibition.

Art History Course Offerings

114 – History of Western Art I (3)

Survey of Western architecture, painting and sculpture from the Prehistoric period to 1400.

115 – History of Western Art II (3)

Prerequisite: Art History 114. Survey of Western architecture, painting and sculpture from 1400 to the present.

216 – History of Asian Art (3)

Prerequisite: Art History 115. Major monuments of architecture, sculpture, and painting of China, Japan, southeast Asia, and India in cultural context.

260 – Topics in Art History (3–6)

Prerequisite: Art History 115. Significant figures, styles, movements and topics in Western and non-Western art. Does not fulfill an area requirement in the major but can count as elective credit in the major.

303 – Methods of Art History (3)

Prerequisite: Senior art history majors. Philosophies of art historical methodologies and summation of principles and historic development of the discipline.

310 – Greek Art (3)

Prerequisite: Art History 114. Development of Greek art from the early Iron Age through the Geometric, Archaic, Classical and Hellenistic periods.

311 – Roman Art (3)

Prerequisite: Art History 114. Roman art from the Italo-Etruscan period to the end of the Roman Empire.

315, 316 – Museum Studies I and II (3, 3)

Prerequisites: Art History 114 and 115; advanced standing in Studio Art or Art History; and permission of instructor. The art museum and its role. Developing and managing collections and exhibits; interpretation and museum education for diverse publics; funding; governance; ethics and values. Case studies, field trips, practice, and readings included. Does not satisfy the Art History requirement for the Studio Art major, but Art History majors may count three credits as an elective course.

325 – Early Christian, Byzantine, and Early Medieval Art (3)

Prerequisite: Art History 114. The development of Christian art and architecture from the early Middle Ages to the beginnings of the Romanesque period.

326 – Romanesque and Gothic Art (3)

Prerequisite: Art History 114. The major monuments of medieval art and architecture in Europe from the twelfth to fifteenth centuries.

330 – Northern European Art, 1400 to 1600 (3)

Prerequisites: Art History 114, 115. An introduction to the artistic traditions of northern Europe through a focus on such artists as Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Bruegel. The relations between patron and image will be of particular interest, as will the connections between northern and southern European art during this period.

331 – Early Italian Renaissance (3)

Prerequisites: Art History 114, 115. A survey of the painting, sculpture, and architecture of Italy from about 1300 to 1500. All major figures, including Giotto, Ghiberti, Donatello, and Botticelli will be considered. Works will be examined in terms of setting, patronage, and cultural context in addition to questions of style and meaning. Of particular interest is the relationship between artistic expression and the personalities and institutions of the city of Florence.

332 – High Renaissance and Mannerism (3)

Prerequisites: Art History 114, 115. A survey of the painting, sculpture, and architecture of Italy from about 1500 to 1600. Among the High Renaissance artists considered are Leonardo da Vinci, Michelangelo, Raphael, and Titian. Of special consideration is the nature of the Papacy as a patron of the arts and the city of Rome as a context for artistic activity. The course will also consider the reasons for the dissolution of the classical tradition during this time by artists such as Pontormo, Parmigianino, and Giulio Romano.

340 – Northern Baroque Art (3)

Prerequisites: Art History 114, 115. This course will examine the major works of northern European art from the late sixteenth century until around 1700. Issues examined include the influence of antiquity, contacts with Italy, patronage of royal courts as well as the new "middle class," and the role of religion. Selected works by Rubens, Van Dyck, Rembrandt, Vermeer, Poussin, and others will be studied from a variety of interpretive points of view including iconography, style technique, social and economic circumstances, and the relationship of the visual arts to other cultural productions such as literature and music.

341 – Italian and Spanish Baroque Art (3)

Prerequisites: Art History 114, 115. This course will examine the major works of Italian and Spanish art from the late sixteenth century until around 1700 with some attention paid to the Islamic influences in Spain as well as influences from the arts of the New World. Selected works by Caravaggio, Bernini, Borromini, Velazquez, Zurbaran and others will be studied from a variety of interpretative points of view including iconography, style, technique, social and economic circumstances, and the relationship of the visual arts to other cultural productions such as literature and music.

350 – Nineteenth Century Art (3)

Prerequisites: Art History 114,115. Painting and sculpture in Europe with emphasis on French Art; Neoclassicism. Romanticism, Realism and Impressionism.

351 – Twentieth Century Art (3)

Prerequisites: Art History 114, 115. From Post-Impressionism to Contemporary art in painting and sculpture.

352 – American Art (3)

Prerequisites: Art History 114, 115. A survey of American painting and sculpture with emphasis on the 19th and 20th centuries.

470 – Special Studies in Art History (3)

Prerequisites: Art History 114, 115. Concentration in seminar format on an individual artist, specific problem, limited time period, or theme; for Art History majors and other qualified students.

472 – Contemporary Art and Art Criticism (3)

Prerequisites: Art History 114, 115. This course explores the history of art since 1945 and the critical response to that art. Students are required to view and review at least four contemporary art exhibitions in the Washington, D.C. and Richmond areas on field trips taken throughout the semester.

491, 492 – Individual Study in Art History (3, 3)

Prerequisites: Art History 114, 115, and at least three Art History courses in three different chronological periods; for Art History majors only. Faculty–approved research project, oral presentation and major paper. Vehicle for those seeking honors in Art History.

499 – Internship (credits variable)

Supervised off-campus experience developed in consultation with the Art History faculty. May not be used to satisfy the Art History 400-level research course requirement. A maximum of 3 credits may count toward the major requirements.

Studio Art Course Offerings

101 – Two-Dimensional Design (3)
Basic study of design elements (line, shape, texture, value, color) used in visual communication, both figurative and non-figurative.

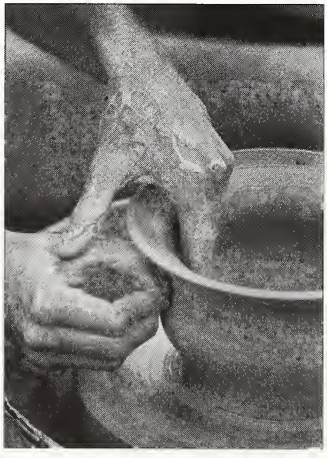
102 – Three-Dimensional Design (3)
Foundation course dealing with experiments in 3-D design and architectonic constructions in a variety of media.

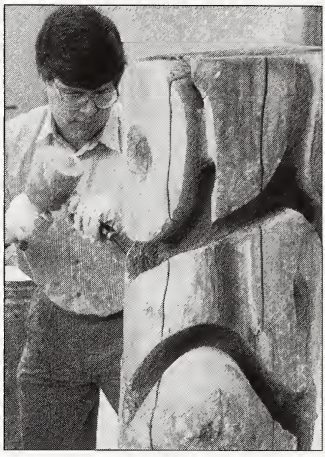
111, 112 – Beginning Ceramics (3, 3)
Basic techniques of handbuilding and wheel throwing; introduction to studio procedures including making clay, preparing and applying glaze and kiln firing.

221 – Drawing I (3)
Prerequisite: Studio Art 101 or consent of the instructor. Introduction to the basic principles of structural drawing and composition in various media.

222 – Drawing II (3)
Prerequisite: Studio Art 221 or consent of the instructor. Further study of drawing principles; compositional problems and technique in various media.

231, 232 – Beginning Sculpture (3, 3)
Prerequisites: Studio Art 101 and 102. Study and construction of volume and mass using figurative and non-figurative subject matter in a variety of plastic and carving media.





241 – Photography I (3)
Prerequisites: Studio Art 101 or 102 and permission of the instructor. A practical introduction to cameras and lenses along with basic darkroom techniques for printing black and white photographs. A brief study of the history of photography and basic photographic chemistry is included.

281 – Topics in Studio Art (3–6)
Prerequisites: Studio Art 101 and 102. Special topics in theory and practice of making art. Does not fulfill an area requirement in the major but can count as elective credit in the major.

301 – Color Theory (3)
Prerequisite: Studio Art 221 or consent of the instructor. The study of color as it is related to visual perception, artistic expression and structure; the theories of Munsell, Itten, Goethe and others are used as tools.

311, 312 – Ceramics I and II (3, 3)
Prerequisites: Studio Art 111 or 112 or consent of instructor. Further exploration of wheel-thrown forms, handbuilding processes and sculpture; experiments with glazing and firing.

313, 314 – Life Drawing (3, 3)
Prerequisite: Studio Art 221 or consent of the instructor. Comprehensive linear and painterly drawing techniques using the human figure. Emphasis ranges from traditional proportion and composition to experimental and personal interpretations of the figure.

321 – Printmaking I (3)

Prerequisite: one year of drawing or consent of the instructor. Intaglio and relief processes in the production of multiple originals.

322 – Printmaking II (3)

Prerequisite: one year of drawing or consent of the instructor. Lithography and screen printing processes in the production of multiple originals.

327 – Communications Design (3)

Prerequisites: Studio Art 101, 102 and one year of drawing, or consent of the instructor. Conceptualization, design, and layout of work to be reproduced in print; introduction to graphic arts processes and techniques.

331, 332 – Sculpture I and II (3, 3)

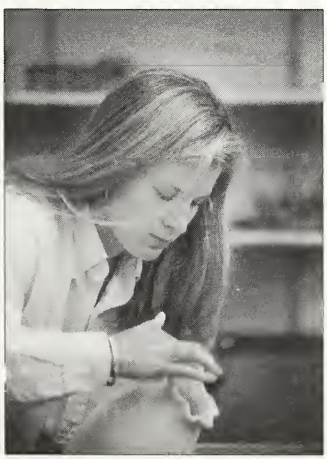
Prerequisite: Arts 231 or 232 or consent of instructor. Figurative and non-figurative conceptual approaches to form using a variety of media such as marble and hardwoods.

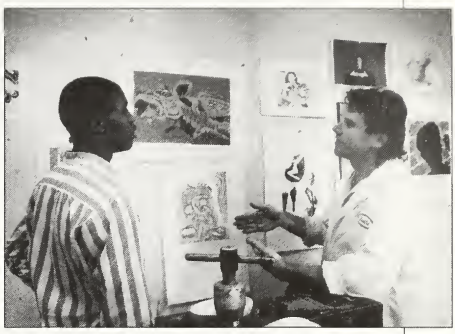
343 – Painting I (3)

Prerequisite: one year of drawing or consent of instructor. Fundamentals of problems, concepts, and materials in the study of pictorial organization with emphasis on indirect and direct techniques in oils and acrylics.

344 – Painting II (3)

Prerequisite: Studio Art 343 or consent of the instructor. Advanced study of painting problems, concepts and materials in the study of pictorial organization and personal expression including water media and experimental techniques.





350 – Photography II (3)

Prerequisite: Studio Art 241 or consent of the instructor. Study of contemporary concepts and techniques in photography as a fine art. Projects will concentrate on such areas as the aesthetics and ethics of photography, personal metaphors and non-objective elements, along with hands-on experience with a variety of materials that go beyond basic black and white photography.

361,362 – Experimental Watercolor I & II (3, 3)

Prerequisites: one year of drawing or consent of the instructor. Problems and techniques in traditional and non-traditional approaches to the medium of watercolor and related water media are explored. Does not fulfill the painting requirement in the major but can count as elective credit.

363 – Textile Design (3)

Prerequisite: Studio Art 101 or consent of the instructor. Introduction to fabric construction and surface design; projects in frame and four harness loom weaving and indirect dye techniques.

470 – Special Studies in Studio Art (3)

Prerequisite: Advanced students only. Special courses in an area of Studio Art selected by the faculty after consultation with the students. Does not fulfill an area requirement in the major but can count as elective credit in the major.

491, 492 – Individual Study in Studio Art (3, 3)

Independent work under the supervision of a member of the Studio Art faculty. By permission of instructor.

499 – Internship (Credits variable)

Supervised off-campus experience developed in consultation with the Studio Art faculty. A maximum of 3 credits may count toward elective credit in the major.

BIOLOGY

Department of Biological Sciences

Rosemary Barra, *Chair*
Werner Wieland, *Career Advisor, Biology*
Stephen W. Fuller, *Career Advisor, Allied Health Sciences*

Faculty

Professors

Rosemary Barra
Stephen W. Fuller
Mary W. Pinschmidt
Werner Wieland

Associate Professors

Stephen G. Gallik
Joella C. Killian
Lynn O. Lewis

Assistant Professors

Gary L. Brown
Stephen B. Gough
Kathryn E. Loesser-Casey
Deborah O'Dell

Senior Lecturer

Janet E. Hughes

The Biology Program

Biology encompasses the study of all living things and their interaction with the environment. The Department of Biological Sciences is dedicated to providing students with a strong undergraduate education in the fundamental principles of biology, while encouraging and offering opportunities for students to pursue specialized areas of interest.

The biology major prepares students for future careers in basic life sciences research, teaching, medicine, dentistry, and allied health professions. Many graduates pursue advanced degrees in specialized areas such as biochemistry, immunology, entomology, microbiology, ecology, and environmental engineering.

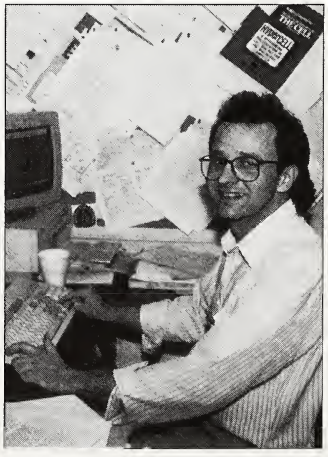
The biology curriculum is designed to ensure that all biology majors have a balanced background in cell and molecular biology, organismal biology, and population biology. The wide variety of courses offered by the department provides laboratory and field experiences to reinforce the student's grasp of basic concepts, to develop an appreciation and working knowledge of the scientific method, to teach basic experimental techniques, and to promote further development of quantitative and analytical skills.

These goals are incorporated into laboratory-based courses beginning with the freshman experience in Biological Concepts and extending to more advanced courses in specialized areas such as plant and animal ecology, immunology, physiology, microbiology, and molecular biology.

All of the equipment and facilities in the department are available for student use. Collections of microscope slides, vertebrate and invertebrate specimens and a herbarium of over 5,000 pressed plants are available to enhance learning. The department also maintains a computer pod, with specialized software available for use in specific courses where data analysis and presentation are required.

Outstanding junior and senior biology majors have the opportunity to participate in the undergraduate research program. Working with a faculty mentor, the student explores the literature, defines an original research problem, and utilizes the appropriate research and analytical techniques to investigate the problem. On many occasions this work results in papers presented at scientific meetings. Research students who meet minimum requirements (3.0 overall GPA and a 3.25 average in biology) may pursue Honors in Biology by writing and defending a thesis on their research project. Financial support for student research is available.

The internship program also offers students an opportunity to gain valuable career related experience. Internship credits do not count towards the biology major, but many biology majors have taken advantage of this program to gain experience and to confirm their career objectives.



Requirements for the Biology Major

Forty credits (40) in Biology, including 121, 122, 211, 341, and 450; one course in Organismal Biology (231, 301, 302, 312, 321, 323, 331, 363, 364, 371, 372, 384, or 385); one course in Population Biology (311, 322, 422, or 442); one course dealing specifically with plants (231, 311, or 312); and one course in Cellular/Molecular Biology (211, 341, 371, or 391) which will usually be 211 or 341, which are both specifically required.

Chemistry 111, 112 are prerequisite to Biology 211 and certain other courses (8 credit hours of other Chemistry courses may be substituted with prior permission of the Chair); therefore, both Biology 121, 122, and Chemistry 111, 112 should be taken in the student's first year. Biology 211 and 341 must be completed before students register for Biology 450 (seminar), which is usually taken during the senior year.

All students must take a major field achievement test in their senior year.

Biology Course Offerings

121, 122 – Biological Concepts I, II (4, 4)

An introduction to biological principles and a survey of organisms. Includes discussions of current topics including environmental and ethical issues. Laboratory.

202 – Heredity and Evolution (3)

Prerequisite: Biology 121. Principles of heredity, their applications to evolutionary theory, and their social implications. For non-majors only.

204 – Nutrition (3)

A survey of current information related to human nutritional needs in health and disease, demographic factors, food additives and special diets. Does not count toward biology major.

211 – Cellular Biology (4)

Prerequisites: Biology 121, 122 and Chemistry 111, 112. Study of cell structure and function. Laboratory.

231 – Botany (4)

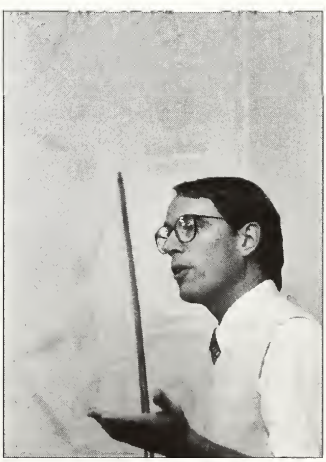
Prerequisite: Biology 121. Survey of the plant kingdom emphasizing morphogenetic descriptions, life histories, and evolutionary relationships. Laboratory.

250 – Bioethics (3)

Prerequisites: Biology 121, 122. Selected topics considered from the standpoint of their biological consequences and ethical implications for man. Does not count toward biology major.

251 – History of Biology (3)

Prerequisites: Biology 121, 122. Chronological development of selected biological theories and their impact on contemporary biology.



252 – General Ecology (3)

Prerequisite: Biology 121 or 122. A study of the relationships of plants and animals to their environment, and the maintenance of balance in nature. Does not count toward biology major.

301 – Anatomy of the Chordates (4)

Prerequisites: Biology 121, 122.
A comparative study of the major systems of representative chordates. Laboratory. Students may not count both 301 and 384 toward the major.

302 – Developmental Biology (4)

Prerequisite: Biology 341. Development of typical chordates. Laboratory.

311 – Plant Ecology (4)

Prerequisite: Biology 341. Ecological principles as applied to plants, including major biomes, plant succession, competition, environmental parameters, and methods of data collection and evaluation. Laboratory.

312 – Plant Physiology (4)

Prerequisite: Biology 211. Experimental and theoretical treatment of the functional mechanisms in plants. Laboratory.

321 – Invertebrate Zoology (4)

Prerequisite: Biology 211. Survey of invertebrate phyla emphasizing structural characteristics, life histories and evolutionary relationships. Laboratory.

322 – Animal Ecology (4)

Prerequisites: Biology 121, 122, and Chemistry 111, 112. Relationship between animals and their environment. Field and laboratory studies include observations of marine, fresh water, and terrestrial animals. Laboratory.

323 – Entomology (4)

Prerequisite: Biology 211. Introduction to structure, function and ecology of insects. Students prepare insect collections. Laboratory.

331 – Histology (4)

Prerequisite: Biology 211. The preparation and microscopic examination of animal tissues. Study of the relationship between function and structure of tissues and their cells. Laboratory.

341 – General Genetics (4)

Prerequisite: Biology 211. Structure, function, and transmission of genetic material using examples from viruses, bacteria and eukaryotic organisms. Application of these principles to human inheritance. Laboratory.

351 – Laboratory Techniques (4)

Prerequisite: Biology 341. Introduction to instrumentation used in biological research. The scientific method and experimental design are discussed and used. Laboratory.

363 – Environmental Physiology (4)

Prerequisites: Biology 121, 122, and Chemistry 111, 112. Experimental and theoretical treatment of environmental factors in the physiology of organisms. Laboratory.

364 – Animal Physiology (4)

Prerequisite: Biology 211. A comparative study of physiological systems in animals. Laboratory.

371 – Microbiology (4)

Prerequisite: Biology 341. Emphasis is placed on bacteria, their morphology, physiology, nutrition, and ecology. Laboratory.

372 – Parasitology (4)

Prerequisite: Biology 211. The structure, life histories, and host relationships of invertebrate parasitic forms. Laboratory.

384 – Human Anatomy (4)

Prerequisites: Biology 121, 122. The structure of the human body at the cell, tissue, organ, and system levels of organization. Laboratory. Students may not count both Biology 301 and Biology 384 toward the major.

385 – Human Physiology (4)

Prerequisites: Biology 211, 301 or 384, and Chemistry 111, 112. (Chemistry 112 may be corequisite). A systematic study of the physiology of the nervous system, circulation, respiration, digestion, kidney function, muscle function, integumentary systems homeostasis, hormonal control, and reproduction in the human body. Laboratory.

391 – Immunology (4)

Prerequisite: Biology 341. Introduction to the principles and theories of host defense with emphasis on antibody production, characterization and identification. Laboratory.

422 – Marine Ecology (4)

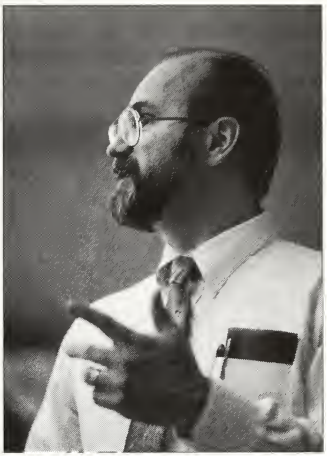
Prerequisites: Biology 121, 122, and Chemistry 111, 112. A general introduction to the marine environment with emphasis on the biological, chemical and physical aspects of various marine communities. Laboratory.

442 – Evolution (3)

Prerequisite: Biology 341. The history and development of modern evolutionary thought.

450 – Seminar (1–2)

Prerequisites: Biology 341. Readings, reports and group discussion on topics of historic and current biological interest. Open only to junior and senior biology majors.



471 – Topics in Biology (2–4)

Prerequisites: Biology 121, 122; additional prerequisites as appropriate to specific topic. Specialized topics not offered on a regular basis, e.g., biology of fishes, vertebrate natural history, biology of cancer, virology. Laboratory included with certain topics.

481–Readings in the Biological Sciences (1–2)

Readings in biological literature selected by the student, who is guided by a staff member. Open to junior and senior majors by permission of Department.

491 – Special Problems in Biology (1–3)

Prerequisite: Biology 481. Individual laboratory or field investigation supervised by a staff member. Open to junior and senior majors by permission of Department.

499 – Internship (Credits variable)

Prerequisite: Junior or senior major in good academic standing. Supervised off-campus experience, developed in consultation with the Department. Does not count toward biology major.

BUSINESS ADMINISTRATION

Department of Business Administration

Gano S. Evans, *Chair*
Steven Czarsty, *Career Advisor, General Business*
Fredrick Davidson, *Career Advisor, Management*
Patricia Metzger, *Career Advisor, Accounting*
Fred T. Whitman, *Career Advisor, Marketing*

Faculty

Professors

Steven L. Czarsty
Fredrick Davidson
Gano S. Evans

Associate Professors

R. Leigh Frackelton
Patricia L. Metzger
Larry W. Penwell

Assistant Professors

Galen F. deGraff
Margaret A. Klayton
Karen L. Williams

Senior Lecturers

Harry J. Skinker
Fred T. Whitman

The Business Administration Program

The academic program in Business Administration provides a broad intellectual outlook and analytic skills for students who wish to combine a liberal arts education with academically rigorous course work in the areas of administration and decision-making needed for an eventual career in management or preparation for graduate study. Course work is designed to provide an understanding of the variety of approaches to the complexity of managerial decision-making in the contextual framework of a global society. An "Executive-in-Residence" program offers students the opportunity for wide-ranging discussions and contact with chief executives from important organizations in the private, public, and not-for-profit sectors.

Scholarships specifically designated for majors in business administration are funded by Signet Bank, The Society for Advancement of Management, GEICO, the Benjamin T. Pitts Award, and the Class of '42 James Harvey Dodd Award. Many students belong to the campus chapters of the Society for the Advancement of Management, the American Marketing Association, and the Accounting Club. Students who establish outstanding records of academic achievement may be elected to Sigma Beta Delta, the national honor society in business management and administration.

Senior Business Administration majors who have a strong interest in research and an outstanding academic record may elect to pursue a departmental Honors program. To be eligible, one must have a 3.25 grade-point average in upper division Business Administration courses and a 3.0 overall grade-point average. Honors work shall consist of expository or original research which is written in thesis format and defended before a departmental Honors Committee of faculty. Students pursuing Honors in Business Administration register for three credits of 491H each semester of the senior year.

Requirements for the Major

Thirty (30) credits in Business Administration courses, as follows:

Lower Division Requirements: Business Administration 231, 232, 252, 253, and 283.

Upper Division Requirements: Business Administration 303, 310, 381, 490, and one additional upper level course in Business Administration (except 499).

Students considering majoring in Business Administration should take Mathematics 200 or its equivalent (Computer Science 320, Economics 361, or Psychology 261) during the Freshman year, since it is a prerequisite to Business Administration 252.

Economics 201 and 202 are required prerequisites for a major in Business Administration and should be taken prior to enrolling in upper division courses in the major.

Business Administration Course Offerings

231, 232 – Principles of Accounting (3, 3)

Prerequisite: Sophomore status or permission of instructor. Fundamental accounting principles and practices involved in the recording and interpretation of accounting data. Only in sequence.

252– Management Information Systems (3)

Prerequisite: Computer Science 320 or Economics 361 or Mathematics 200 or Psychology 261. An introduction to management information systems. This course focuses on quantitative analysis for management decision-making. Students will be required to work extensively with personal computers, both in the classroom/laboratory and on their own. The course introduces the use of spreadsheets such as Lotus 1-2-3 and several models including break-even analysis, decision theory, and linear regression.

253 – Decision Analysis (3)

Prerequisite: Business Administration 252. This course introduces a variety of Management Science models for use in analysis of "business" problems. A computer software package provides the computational basics for case analysis of problems in linear programming, inventory, waiting lines, network theory, PERT/CPM, and simulation.

283–Legal Environment of Organizations (3)

Study of the legal, political, and ethical framework in which businesses and other types of organizations operate, including common law and statutory business, crimes and torts, common law contracts, consumer protection, securities regulation, employer/employee relations, and environmental protection. The legal consequences of the choice of business entity will be explored while studying sole proprietorships, partnerships, and corporations.

303 - Organization Theory and Operations Management (3)

Prerequisite: Junior status or permission of instructor. An integrative approach to organizational concepts, principles, philosophy, and theory in public, private, and not-for-profit organizations is emphasized. Current decision-making approaches utilizing theories of organizational behavior, general systems and contingency theory are linked to the managerial functions of planning, organizing, leadership, and control. A special module focuses on operations management, illustrating the functions of planning and control along with the need for standards and reports within the context of the production process. Ethical, global, and "total quality management" considerations faced by managers are infused in the course material.

310 - Marketing Management (3)

Prerequisites: Economics 201 & 202 and junior status or permission of instructor. The place of marketing in the global economy together with the policies and practices of marketing institutions. Subjects considered include marketing functions, marketing organization, marketing research, merchandising, channels of distribution, transportation, as well as issues of ethics, and social responsibility in the marketing arena.

312 - Retail Management (3)

Prerequisites: Business Administration 310 or permission of instructor. Strategic planning for the organization, operation, and management of retail establishments, inventory methods, retail buying and selling.

331, 332 - Intermediate Accounting (3, 3)

Prerequisite: Business Administration 232. The study of the theory and the history of accounting principles and their application to the acquisition of assets, determination of income, and the preparation of analysis of financial statements. Only in sequence.

333 - Cost/Managerial Accounting (3)

Prerequisites: Business Administration 232 and 252 or permission of instructor. Principles and procedures for planning and controlling routine and non-routine decisions, setting policy and performing long-range planning. Cost behavior, standard cost, flexible budgeting, cost allocation, performance measurement and analysis for decision-making are emphasized.

334 - Federal Taxation of Individuals (3)

Prerequisites: Business Administration 232 and 252. The study of federal income taxation of individuals covering gross income, deductions and credits, sales, other disposition of property, changes in the law and economic impact of the law.

335 - Federal Taxation of Business (3)

Prerequisites: Business Administration 334. Federal income tax of partnership, corporations and owners; fiduciary responsibilities in reporting income.

345 - Organizational Behavior (3)

Prerequisites: Mathematics 200 or Psychology 261. Explores the behavioral aspects of organizations, presenting concepts, theories, research and research techniques that can be applied to enhance understanding of people in organizations. Topics include personnel selection and placement, job and work environments, worker motivation, job satisfaction, and the organizational and social context of human work. Cross-listed as Psychology 385.

346 - Human Resource Management (3)

Prerequisite: Mathematics 200 or Psychology 261. A study of the philosophy, principles, policies, and programs for effective personnel management and industrial relations in business, governmental, and not-for-profit organizations. Cross-listed as Psychology 386.

347 - Organizational Development and Change (3)

Prerequisite: Mathematics 200 or Psychology 261. A study of the system-wide application of behavioral science methods, theories, and accumulated knowledge to the development, change and reinforcement of organizational strategies, structures and processes for improving organizational effectiveness. Cross-listed as Psychology 387.

381 - Financial Management (3)

Prerequisite: Economics 201, Business Administration 232 and 252. Overview of financial management emphasizing identification and solution of financial problems. Coverage includes the role of financial management, tools of financial analysis, cost of capital, financial structure and long-term assets.

384 - Commercial Law (3)

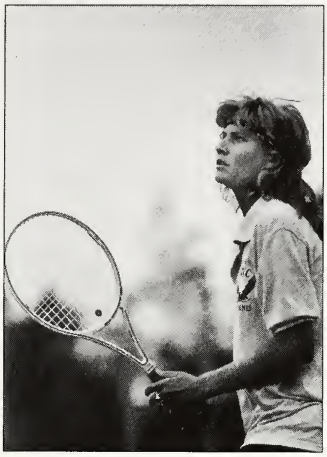
Prerequisite: Business Administration 283 or permission of instructor. Study of laws affecting commercial transactions and the rationale underlying rights and obligations of parties to these transactions. The Uniform Code will be emphasized, especially the Articles dealing with Sales, Commercial Paper, Bank Deposits, Bulk Transfers, Document of Title, and Secured Transactions. The topics of Antitrust, Consumer Protection, Labor Law, Personal and Real Property laws, and Insurance matters will also be explored. Satisfies the requirement for students planning to sit for the C.P.A. examinations.

405 - Organizations (3)

Prerequisite: Business Administration 303 or permission of instructor. Theory of organizations from both the behavioral and structural/design views. The behavioral view focuses on individual and interpersonal behavior, and the latter view focuses on variables affecting the administration of complex organizations.

413 - Marketing Research (3)

Prerequisite: Business Administration 252 and 310. Research in marketing as a tool for the identification, collection, and analysis of information relevant to decision-making by the marketing executive. Ethical considerations faced by marketing executives related to research are considered.



414 - Marketing Strategy (3)

Prerequisites: Business Administration 252 and 310. Capstone survey of the major topics in contemporary marketing; detailed study of concepts and procedural alternatives in the delineation of market targets, the development and implementation of the marketing mix, the control and analysis of the total marketing effort, marketing strategy, and ethics literature, and comprehensive cases.

431 – Governmental Accounting (3)

Prerequisite: Economics 201 and Business Administration 232, 252, and 283. Accounting for governmental organizations (municipalities, state and federal governments, school districts, hospitals and universities). Nature of fund accounting, allocation of funds, disbursements, operational auditing, administrative and legal control.

432 – Advanced Accounting Problems (3)

Prerequisites: Business Administration 283 and 332. Advanced problems in financial accounting theory dealing with partnerships, corporations, consolidated statements and fiduciary accounting.

435 – Auditing (3)

Prerequisites: Business Administration 283 and 332. Audit concepts, theory, standards, procedures, ethical and legal requirements, with emphasis on audit evidence, documentation and testing required before issuing various reports by both internal and external auditors.

471 – Business Administration Seminars (3)

Prerequisites: Senior status or permission of instructor. Special topics of interest to staff and students are discussed in individual seminars which focus on specific areas within the various disciplines of Business Administration, e.g., Accounting Theory, Management, Legal, Social and Ethical Issues, Marketing, Finance.

473 – Environment of International Business Seminar (3)

Prerequisite: Economics 201 or permission of instructor. The political, cultural, and economic aspects of the environment of international business. The focus of the seminar is to develop an understanding of the forces at work in the global conduct of business across national boundaries.

490 – Seminar in Policy and Strategy (3)

Prerequisites: Business Administration 253, 283, 303, 310, 381. The capstone course of the student's study of management. Managerial theories, techniques and skills are integrated by use of advanced case studies and simulations. Students assume the role of the chief executive officer in a variety of organizational sectors (private, public, not-for-profit) and make administrative decisions concerning formulation of policy, strategy and tactics along with ethical considerations in the context of the total organization in its multifaceted relationships with the external environment.

491 – Individual Study in Business Administration (variable credit, 1–3)

Prerequisites: Junior or senior status and permission of instructor. Directed individual research on an approved problem in business administration. Credits variable.

499 – Internship (variable credit, 1–3)

Prerequisites: Junior status and permission of instructor. Supervised off-campus experience, developed in consultation with the sponsoring organization and faculty member. Declared majors only. Cannot be counted in the major.

CHEMISTRY

Department of Chemistry

Raymond B. Scott, *Chair*
Bernard L. Mahoney, Jr., *Career Advisor*

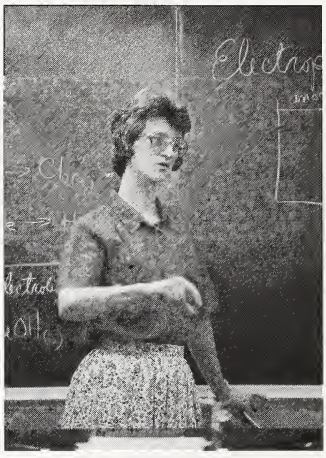
Faculty

Distinguished Professor
Bernard L. Mahoney, Jr.

Professors
Judith A. Crissman
John K. George
Roy F. Gratz

Associate Professor
Raymond B. Scott

Senior Lecturer
Kelli Miller



The Chemistry Program

Chemistry, the study of the structure, properties, and reactivity of matter, has been called the "central science" because it forms a bridge between biology and physics.

The department has well-equipped laboratories to support and reinforce classroom instruction and to provide opportunities for research. Instrumentation for spectroscopy includes ultraviolet, visible, and infrared spectrophotometers; a nuclear magnetic resonance spectrometer; and atomic absorption and emission spectrometers. Other major equipment items include a gas chromatograph/mass spectrometer system; several other gas and liquid chromatographs; and electrochemical analyzers. The department also has a number of microcomputers and has access to the College's minicomputer.

The Chemistry program offers a modern curriculum for the study of chemistry within the general framework of a liberal arts and sciences education. It prepares a student for graduate, medical, or dental school; for employment in the chemical industry; or for secondary school teaching. In addition, a number of courses provide an important foundation in chemical theory and practice for the study of biology, geology, environmental earth science, and the health sciences. In general, chemistry is a good major program around which one can build a career-focused set of courses from other disciplines, e.g., with mathematics and computer science for chemical engineering or industrial chemistry; with economics and business administration for industrial chemistry; with biology for the health sciences; and with geology for energy or environmental research. Majors are encouraged to do independent study and research during the senior year. If they have a 3.00 overall grade point average with a 3.25 average in chemistry courses, they may pursue Honors in Chemistry by completing an independent research project and writing and defending a thesis.

Requirements for the Chemistry Major

Thirty-eight (38) credits including Chemistry 111, 112, 211, 212, 252, 383, 384, 387, 388, 423, 451, and 452; one additional upper-level, 3- or 4-credit chemistry course.

Note: Mathematics 122 and Physics 105 and 106 are prerequisites to Chemistry 383 and should be completed before the junior year.

Chemistry Course Offerings

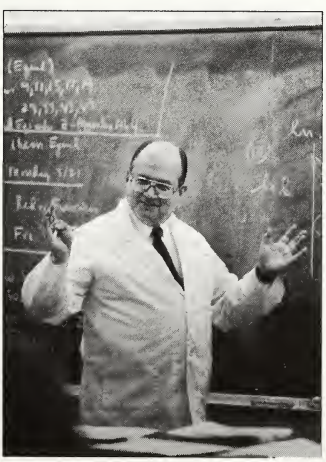
105, 106 – Introductory Chemistry I, II (4, 4)
An overview of the principles of chemistry for the non-scientist. Emphasis on practical applications and enhancement of science literacy. Laboratory. Does not satisfy any major program requirements or serve as prerequisite to any other chemistry courses. Credit for only one sequence (Chemistry 105–106 or 111–112) can count toward degree requirements. Only in sequence.

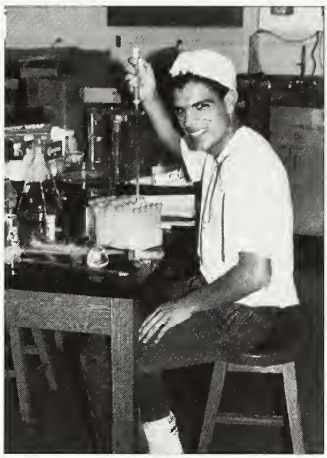
111, 112 – General Chemistry I, II (4, 4)
Introduction to the fundamental principles of chemistry and the more important elements and their compounds. Laboratory. The entry level course for additional work in chemistry. Credit for only one sequence (Chemistry 105–106 or 111–112) can count toward degree requirements. Only in sequence.

211, 212 – Organic Chemistry I, II (4, 4)
Prerequisite: Chemistry 112. The comprehensive study of the structure and reactivity of carbon compounds. Laboratory. Only in sequence.

252 – Analytical Chemistry (4)
Prerequisites: Chemistry 112 and Mathematics 111 or equivalent. Theory and techniques of analytical chemistry including introductory instrumental methods of analysis. Laboratory.

317, 318 – Biochemistry I, II (3, 3)
Prerequisite: Chemistry 212. The application of chemical principles to the study and understanding of the living state. Only in sequence.





319, 320 – Biochemistry Laboratory I, II (1, 1)
Prerequisites: Chemistry 212 and 252; corequisites: Chemistry 317 and 318. Selected research techniques involving the chemical composition and properties of cells, tissues, and organisms.

331 – Environmental Chemistry (3)
Prerequisites: Chemistry 112 and permission of the instructor. A study of the basic principles of environmental chemistry.

332 – Environmental Chemistry Laboratory (1)
Corequisite: Chemistry 331. Laboratory experiments and field sampling methods that determine the chemical composition of environmental samples. May not satisfy any major program requirements or serve as prerequisite to any other chemistry courses.

343 – Inorganic Chemistry (3)
Prerequisite: Chemistry 112. Modern theories of atomic structure and chemical bonding and their applications to molecular and metallic structures and coordination chemistry.

345 – Inorganic Chemistry Laboratory (1)
Corequisite: Chemistry 343. Selected experiments in the principles of inorganic chemistry, including preparation and characterization of selected inorganic compounds.

383, 384 – Physical Chemistry I, II (3, 3)
Prerequisites: Chemistry 112, Physics 105 and 106, and Mathematics 122. Thermodynamic, kinetic, quantum mechanical, and spectroscopic properties of chemical systems. Only in sequence.

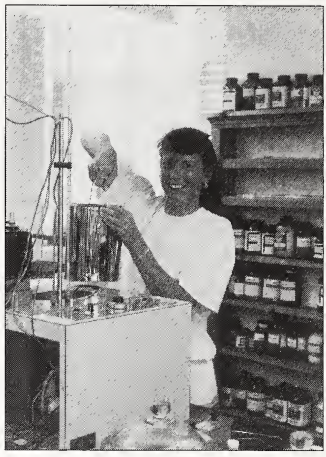
387 – Physical Chemistry Laboratory I (2)
Prerequisite: Chemistry 252; corequisite: Chemistry 383. Selected experiments involving the investigation of thermodynamic, electrochemical, and kinetic properties of chemical systems.

388 – Physical Chemistry Laboratory II (1)
Prerequisite: Chemistry 252; corequisite: Chemistry 384. Selected experiments involving the investigation of spectroscopic and quantum mechanical properties of chemical systems.

392 – Instrumental Methods of Analysis (4)
Prerequisite: Chemistry 252; corequisite: Chemistry 384. Principles and methods of optimization of instrumental methods used in characterizing chemical systems. Laboratory.

411 – Advanced Organic Chemistry (3)
Prerequisite: Chemistry 212. Organic reaction mechanisms and the relation of molecular structure to physical and chemical properties.

423 – Experimental Methods in Chemistry (4)
Prerequisites: Chemistry 212 and 252. Spectroscopic, chromatographic, and chemical functional group techniques used in characterizing chemical systems. Laboratory.



451–452 – Seminar I, II (1, 1)
Open to senior majors only, except by permission of the department. Introduction to the chemical literature and information retrieval; oral reports and discussion of selected topics in chemistry.

471 – Advanced Topics in Chemistry (2–3)
Prerequisite: permission of the instructor. Advanced treatment of selected topics in chemistry.

491 – Individual Study (1–4)
Open to qualified students by permission of the department. Individual investigation of a chemical topic or system under the direction of a member of the department. Students pursuing Honors in Chemistry register for 4 credits of Chemistry 491H each semester of the senior year.

499 – Internship (Credits variable)
Prerequisites: Chemistry 388 and 392 or 423. Supervised off-campus experience developed in consultation with the department. The first six (6) credits of internship may not count toward the major program requirements. Subject to departmental approval, credits beyond six may be substituted for some major requirement.

CLASSICS

Department of Classics, Philosophy, and Religion

James E. Goehring, *Chair*
Diane F. Hatch, *Career Advisor*

Faculty

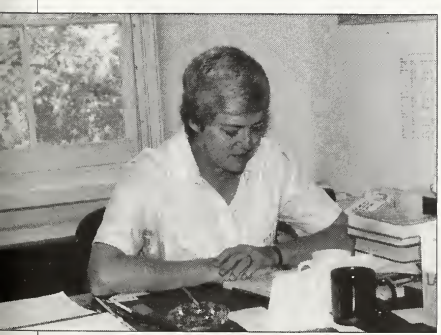
Professor
Diane F. Hatch

Programs in Classics

Classics focuses on the study of the language and literature of Greece and Rome, as well as the civilization which evolved when Greece and Rome dominated the Mediterranean World. Since many of the ideas and principles which emerged at that time are basic to Western civilization, courses in classics apply to the study of almost all the liberal arts and sciences.

Students wishing to major in classics may choose either a concentration in Latin (see Latin) or an interdisciplinary concentration in Classical Civilization. Students develop their major programs, which may include individual study, in consultation with a faculty advisor.

While many classics majors who choose a concentration in Classical Civilization include teacher licensure in their schedule, others take a second major in a related field such as history, philosophy, religion, English, business, or modern foreign languages. With such a background, graduates have a wide range of opportunities after college, including museum work, archaeology, graduate study, teaching, and translating.



Requirements for Major in Classics with concentration in Classical Civilization

Thirty-nine (39) credits in Classics 201–491 and approved courses relating to Classical Civilization, including at least 12 credits in Latin or Greek, either of which may be used to establish competence in a foreign language. Approved courses are any course in Greek or Latin; Art History 114, 310, 311; Classics-Philosophy-Religion 299; English 211, 212, 234, 242; History 331, 332; Italian 395; Linguistics 101; Philosophy 111, 201, 212; Religion 205, 206, 220, 231 (with approval), 306, 341 (with approval).

Classics Course Offerings

201 – Classical Motifs in Literature (3)

A study of heroism, the heroic journey, and related themes in Homer, Virgil, and post-classical writers.

202 – Ancient Tragedy (3)

A study of the tragic plays of Aeschylus, Sophocles, and Euripides.

203 – Ancient Comedy (3)

Study of selected works by Greek and Roman comedians and satirists.

205 – Mythology (3)

The principal Greek and Roman myths, with emphasis on their influence in literature and art.

211 – Greek and Roman Religion (3)

The public, personal, and mystery religions of the Greeks and Romans, and the development of classical religious ideas. Cross-listed as *Religion 211.*

310 – Women in Antiquity (3)

The nature, roles and lives of women in ancient Greece and Rome.

380 – Archaeology of the Greek and Roman World (3)

Study of the archaeological excavation of Greek and Roman sites, with emphasis on problems of archaeological methods and interpretation.

451, 452 – Special Studies in Classical Civilization (3)

Reading and study in a specialized area of ancient culture.

491 – Individual Study in Classical Civilization (1–4)

Individual study under the direction of a member of the staff. By permission of the department.

Joint Course Offerings
Classics–Philosophy–Religion

299 – Mysterium Humanum Studies (3)

Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy and Religion. Topics covered in the past include: Wrestling with Death, The Tempest of Time, and Sex and Society in the West.

301, 302 – Studies in Ancient Languages (3, 3)

Introduction to the morphology and syntax of selected ancient languages relevant to the study of classics, philosophy, and religion (such as Coptic, Quranic Arabic, Oscan, and Sanskrit). By permission of instructor. These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)

A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

COMPUTER SCIENCE

Department of Computer Science

John H. Reynolds, *Chair & Career Advisor*

Faculty

Professors

Ernest C. Ackermann
John H. Reynolds

Associate Professors

Rita M. D'Arcangelis
Marsha F. Zaidman

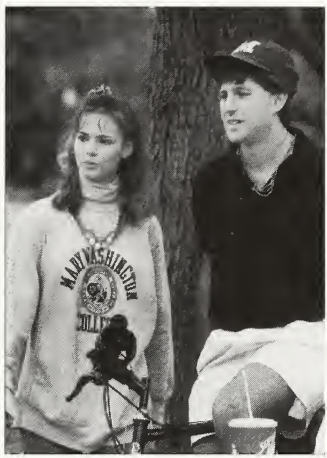
Assistant Professor

David C. Hunter

The Computer Science Program

The increasing range of applications for computers in our society, combined with rapid changes in the supporting technology, make Computer Science a dynamic area of study. Developments occur so rapidly that remaining current in the discipline requires a firm foundation in its basic principles and techniques. The department offers courses in the major program to provide that foundation as well as courses on topics at the forefront of the discipline. More general courses are of value and interest to all students at the College.

The major consists of a core of courses in the discipline, a prescribed course in mathematics, and at least three upper-level courses in Computer Science chosen from offerings that reflect the student's interest. The program follows the guidelines of the Association for Computing Machinery for undergraduate study in Computer Science. Additional courses and special studies reflect specialties of the staff. Most recently these have included courses in artificial intelligence, computer graphics, simulation techniques, and software engineering. Independent study provides an opportunity for individual study projects which may lead to graduation with honors. Ample possibilities exist for student internships under the sponsorship of local industry and employment opportunities for Computer Science graduates are adequate. The department's majors are well prepared for graduate study or employment in areas emphasizing the application of computers and software development to technical or scientific problems. One of the department's goals is to provide appropriate hardware and software



support for its courses. Currently the principal hardware support is a network of Hewlett-Packard workstations and X terminals, all using the UNIX operating system. This network provides support at the vanguard of computer technology. Students and faculty access these facilities either by using the equipment located near faculty offices or, remotely, via modem. Various printers, graphics devices, and microcomputers are also available to students in the Computer Science program. Access to Internet is convenient so that students and faculty in Computer Science may exchange information and use resources of an international network consisting of over one million computer systems. The department chair can provide details about the facilities available.

Requirements for the Major

Thirty-eight (38) credits, to include Computer Science 220, 230, 301, 311, 321, 401, and 405; either 320 or 326; Mathematics 300, 312, or 351; six credits from among Computer Science 406, 410, 415, 420, 470 through 477, or 491; and three credits of any Computer Science or Mathematics course numbered 300 or higher that was not used to satisy any of the preceding requirements.

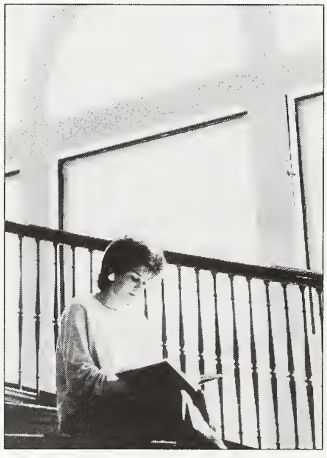
Note that Mathematics 122 (Calculus II) is a prerequisite for Computer Science 320 and 326 and should be taken before the junior year. Also note that Computer Science 125 is a prerequisite for Computer Science 301, 321, and 326.

Computer Science Course Offerings

110 – Introduction to Computer Science (3)
This course provides a foundation in computer science for a student who does not have prior programming experience. It provides sufficient support to permit a student to continue in the major program. Topics include an introduction to the algorithm and program development process using a high-level structured programming language and the department's computing facilities. Supervised hands-on experience provided. May not be taken for graded credit after passing any Computer Science course numbered 220 or higher.

125 – Introduction to Discrete Structures (3)
An introduction to topics which may include logic, methods of proof, counting techniques, mathematical induction, relations, functions, and sets. Cross-listed as Mathematics 125.

220 – Computer Science I (4)
Prerequisite: Computer Science 110 or permission of instructor. Continued coverage of disciplined problem-solving and algorithmic development including emphasis on procedural and data abstraction. Topics include elementary data structures such as arrays, files, records, sets, and linked lists. The notions of data modeling and the linking of data type definitions with their associated operations is introduced. Continued study of program design, coding, debugging, testing, and documentation in a block-structured high-level language such as Pascal. Intended for students who have had previous programming experience.



230 – Computer Science II (4)
Prerequisite: Computer Science 220. Continued study of data modeling and incorporation of abstract data types including linked lists, stacks, queues, heaps, trees, and graphs. Study of advanced sorting and searching techniques. Provides experience in the use of algorithm analysis. Continued study of program design, coding, debugging, testing, and documentation in a block-structured high-level language such as Pascal.

301 – Computer Systems and Assembly Language Programming (3)
Prerequisite: Computer Science 125 and 220. Basic computer organization and behavior; number representation and arithmetic; addressing techniques; instruction classifications; machine language; assembly language; macros; subroutine linkages and recursion; anatomy of assemblers.

311 – Computer Organization (3)
Prerequisite: Computer Science 301. Basic logic design; algebraic and graphical minimization techniques; combinational and sequential logic; tristate logic and buses; characteristics of hardware components; multiplication/division algorithms; RISC and pipelined machines; interrupts; microprogramming; peripheral devices; memory hierarchies; Hamming codes; data transmission and error detection/correction.

320 – Statistics for Computer Scientists (3)

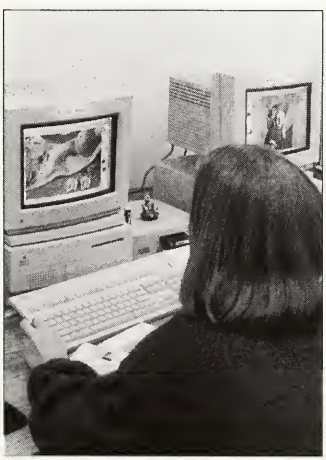
Prerequisites: Mathematics 122 and Computer Science 220. A calculus-based mathematical statistics course with special emphasis on applications in computer science. Topics include probability, mass/density functions, discrete/continuous random variables, and general data analysis using a statistical software package.

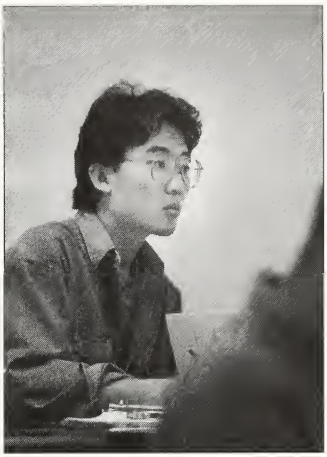
321 – Data Structures (3)

Prerequisite: Computer Science 125 and 230. The application of data structures to the creation of reusable software components, specifically within an object-oriented context. The use of inheritance and information hiding in the design and implementation of a data structure library is emphasized. Also includes further material on the formal analysis of algorithms and data structure implementations for time and space efficiency.

326 – Theoretical Foundations of Computer Science (3)

Prerequisites: Computer Science 125 and 230 and Mathematics 122. Emphasis will be on structures and concepts relating to the theory of computation and the different types of theoretical machines that are mathematical models for actual physical processes. Topics may include automata theory, Turing machine theory, formal language theory, the halting problem, and computational complexity.





331 – Computer Graphics (3)

Prerequisite: Computer Science 230. An initial course in computer graphics including the study of algorithms used in image generation and two-dimensional modeling. Topics include overview of graphics systems, graphic primitives, polygon drawing and fill algorithms, line attributes, text, color, windowing, clipping, graphical user interfaces, and interactive input methods. Additional topics may include three-dimensional modeling, illumination, and visible-surface detection.

370 through 377 – Special Topics in Computer Science (1–3)

Prerequisites: Computer Science 230 and permission of the instructor. Lecture or seminar class dealing with a topic accessible after completing Computer Science II. Some examples of topics are advanced study of a programming language, the ethics of computing, or current issues in computing. May be repeated for credit with a change in topic.

401 – Organization of Programming Languages (3)

Prerequisites: Computer Science 301, 321. A course in programming language construction and design emphasizing the run-time behavior of programs. Alternative implementations of programming language constructs are considered. Techniques for language definition may also be discussed.

405 – Operating Systems and Computer Architecture I (3)

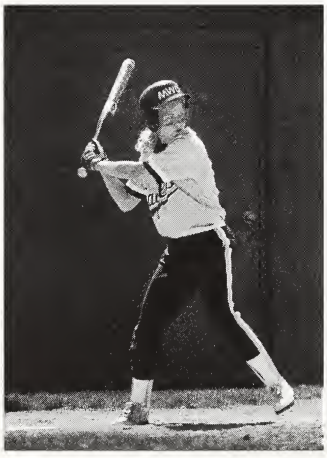
Prerequisites: Computer Science 311, 321. Topics include history and models of operating systems, process scheduling, process synchronization, deadlock, memory management, virtual memory, device management, file systems, security, protection, and an introduction to distributed systems.

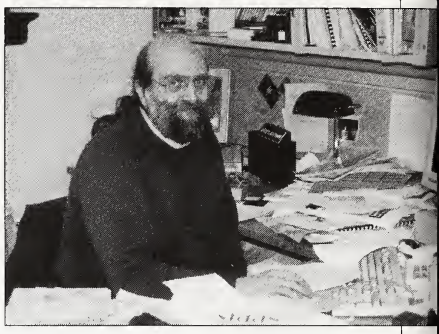
406 – Operating Systems and Computer Architecture II (3)

Prerequisite: Computer Science 405. Using a simulated multiprogrammed computer, students write and test memory allocation and deallocation algorithms as well as I/O channel programs. Other topics include interrupt strategies, pipeline branch optimization techniques, multiprocessors, multicomputers, networking, impact of parallelism on software and compilers, and introduction to parallel programming techniques.

410 – Database Principles and Design (3)

Prerequisite: Computer Science 321. Information structures for external storage, file processing, and information retrieval. Introduction to database systems, including design, normalization, dependency and concurrency theory. Models for representing data and relations among data elements, with primary emphasis on the relational model. Methods for assuring integrity, security, and high performance. Languages for data description and data manipulation, with emphasis on, and use of, SQL.





415 – Artificial Intelligence (3)

Prerequisite: Computer Science 321. An overview of the field, including reasoning and learning models, heuristic search methods, knowledge representation, and natural language understanding. Techniques for designing software systems for logic programming, theorem proving, language and image understanding, and games of strategy. Introduction to Lisp and Prolog. Implementations of expert systems and neural nets.

420 – Simulation Techniques (3)

Prerequisites: Computer Science 321 and permission of instructor. The SIMSCRIPT II.5 programming language is used to simulate systems such as an aircraft in flight or activities in a supermarket. Two disciplines are presented: the mathematically oriented continuous approach and the statistically based discrete-event approach.

470 through 477 – Selected Topics in Computer Science (3)

Prerequisite: Permission of the instructor. Treatment of selected topics in computer science. Most recently this has included topics such as X-Windows and Object-Oriented Software Engineering. May be repeated for credit with a change in topic.

491–Individual Study in Computer Science (1-3)

Prerequisite: Departmental permission. Individual study under the direction of a member of the staff. May lead to graduation with Departmental Honors.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department. Only 3 credits may count toward the major.

DANCE

Department of Theatre and Dance

Gregg Stull, *Chair*
Jean Graham Hunt, *Dance Career Advisor*

Faculty

Assistant Professor
Jean Graham Hunt
Senior Lecturer
Eugene Roscoe

The Program in Dance

The dance program is designed for the general student with an interest in dance. Classes are offered in dance technique, as well as creative work and historical research. Classes can be taken for physical education, general education, or elective credit. Essential to the program are the many opportunities to perform in or work on dance and theatre productions.

The program in dance emphasizes student leadership and responsibility. Students choreograph, design, and stage-manage mainstage productions, as well as fulfill other positions of leadership in the department.

The Goolrick Dance Suite houses two spacious dance studios with fully-equipped sound systems, plus a small rehearsal studio.

The Mary Washington College Dance Company, a vital part of campus cultural life, presents performances of modern dance and jazz in either the 295-seat Klein Theatre or the 1600-seat Dodd Auditorium.

Master classes and performances by visiting artists enrich the program. In recent years the campus has hosted such artists as Gus Solomons, Dan Wagoner, Eric Hampton Dance, the Elegba Folklore Society, and the Richmond Ballet..

Dance Course Offerings

121, 122 – Beginning Ballet (1, 1)
For students satisfying the physical education requirement. S/U credit only.

123, 124 – Beginning Modern Dance (1, 1)
For students satisfying the physical education requirement. S/U credit only.

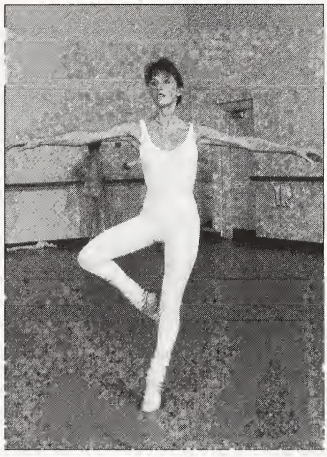
141, 142 – Beginning Jazz (1, 1)
For students satisfying the physical education requirement. S/U credit only.

243 – Dance Improvisation (3)
Exploration of spontaneous dance composition through manipulation of spatial, temporal, and dynamic qualities of movement.

255 – Introduction to Dance (3)
A course for the general student that surveys the function of dance in societies around the globe.

265 – African Dance (3)
Study of West African cultural traditions through rhythm and movement.

270, 271–Special Studies in Dance (1–3 each)
Concentration on a single area of dance. Topics vary from year to year.



301, 302 – Intermediate Ballet (2, 2)
Ballet as a discipline, emphasizing exactness and precision of line, creative expression, and historical reference.

303, 304 – Intermediate Modern Dance (2, 2)
Study of the various techniques emphasizing alignment, strength, flexibility, and the aesthetic elements of dance.

305, 306 – Intermediate Jazz (2, 2)
Study of jazz dance techniques and exploration of movement as related to jazz music.

312 – Dance Composition (3)
Prerequisite: Dance 243. Basic study of the elements of dance composition.

343 – Jazz Styles (3)
Reconstruction of 20th century American vernacular dances, emphasizing the influence of the African-American and the Hispanic-American.

355 – Historic Dance (3)
Reconstruction of historical dance styles from Renaissance Italy and Baroque France.

390 – MWC Dance Company (1)
Performance in the Dance Company. Admission by audition. May be repeated for credit.

451, 452–Special Studies in Dance (1–3 each)
Concentration on a single area of dance. Topics vary from year to year.

482 – Senior Project (2)
Prerequisite: Permission of the advisor. May be taken only in one of last four semesters. An independent project in Dance supervised by the student's advisor.

491, 492 – Individual Study (1–3 each)
Research, choreography, or composition of an approved creative project. By permission of the department.

499 – Internship (Credits variable)
Supervised, off-campus experience, developed in consultation with the department.

ECONOMICS

Department of Economics

Steven A. Greenlaw, *Chair & Career Advisor*

Faculty

Professor

Robert S. Rycroft

Associate Professors

Steven A. Greenlaw
Stephen P. Stageberg

Assistant Professor

Margaret A. Ray

The Economics Program

The Department of Economics offers a contemporary curriculum in economics within the framework of the liberal arts. It is designed for both students planning on graduate, law, or other professional school, and for those seeking employment in business or government.

The discipline of economics is broad and exciting. It provides a method of analyzing human behavior in environments characterized by scarcity. Inflation, unemployment, poverty, discrimination, the environment, economic growth and development, international trade, and the role of government in society are only a sample of the topics addressed in the economics curriculum.

Students are encouraged to develop an "economic way of thinking." This skill is invaluable to understanding national and international economic issues, as well as in making personal economic decisions. Students are trained in quantitative and computer skills commonly used to aid decision-making in business, government, education, and research. The College's proximity to Washington and a supportive local business community create stimulating internship opportunities. Students with superior academic records who complete an original research project are eligible for honors.

Two organizations that promote the study of economics are associated with the department. The Economics Club encourages discussion of current issues, sponsors speakers and social events, and kindles interaction among students and faculty. It is open to all students. Omicron Delta Epsilon is a national economics honor society for students with superior academic records. Each year three awards are presented by the department. The Henry W. Hewetson Award is awarded to a graduating senior to honor academic achievement and service to the department. The other two awards are scholarships to promote graduate study in economics. The James Harvey Dodd Award is given to a junior on the basis of financial need. The Adam Smith Award is given to a graduating senior on the basis of potential for graduate study.

The recommended introductory courses for students of economics are Economics 201 and 202. These courses prepare students for 300-level surveys on a variety of theoretical and applied topics. Further depth may be obtained by choosing 400-level courses in selected areas.

Requirements for Major in Economics

Thirty-nine (39) credits, to include Economics 201, 202, 303, 304, 361, and 462; one or more courses from Economics 373, 374, or 375; two or more courses from Economics 353, 382, 383, 384, and 482; and twelve additional credits in upper-level economics courses.

Economics Course Offerings

100 – Economics of Social Issues (3)

This course provides a first exposure to economics by investigating contemporary social issues while focusing on economic aspects and using economic approaches.

101 – Elements of Economics (3)

One-semester introduction to the economic way of thinking and contemporary economic issues. Emphasis is on issues rather than economic theory. Not offered after Fall of 1995.

201 – Principles of Macroeconomics (3)

First part of a two-semester introduction to economics and economic theory. Investigation of activity in the economy as a whole, focusing on such issues as economic systems, business cycles and growth, unemployment, and inflation.

202 – Principles of Microeconomics (3)

Prerequisite: Economics 201. Economic analysis of households, firms, and the public sector, focusing on issues such as competition, monopoly power and antitrust, poverty and labor markets, and environmental problems..

303 – Microeconomics (3)

Prerequisites: Economics 201 and 202. Systematic study of the role of the price system in organizing economic activity and an evaluation of its effectiveness.

304 – Macroeconomics (3)

Prerequisites: Economics 201 and 202. Analysis of the determinants of macroeconomic activity including national income, employment, and the price level. Investigation of the capabilities and limits of stabilization and growth policies.

311 – Industrial Economics (3)

Prerequisites: Economics 201 and 202. Case studies analyses of different types of structural organization, behavior, and performance of industry. International comparisons will be emphasized.

312 – Government and Business (3)

Prerequisites: Economics 201 and 202. The rationale for and impact of government participation in the marketplace. Topics include antitrust laws and policies and regulation.

321 – Money and Banking (3)

Prerequisites: Economics 201 and 202. The nature and functions of money, banking organization and practices, and the role of the monetary sector in the determination of income, employment and prices.

322 – Investment Analysis (3)

Prerequisites: Economics 201 and 202. Introduction to portfolio theory and the evaluation of investment alternatives. Topics include the stock market and the valuation of securities.

331–Environmental and Resource Economics (3)

Prerequisites: Economics 201 and 202. The application of economic methods to the analysis of environmental and natural resource issues. Public policy issues will also be considered.

332 – Economics of Health (3)

Prerequisites: Economics 201 and 202. A survey of market behavior, institutions, and public policy in the provision of health services.

341 – Public Finance (3)

Prerequisites: Economics 201 and 202. An economic analysis of political decision-making, and the impact of government spending and taxation on the allocation of resources and distribution of income.

351 – Poverty, Affluence, and Equality (3)

Prerequisites: Economics 201 and 202. Economic analysis of living standards, the distributions of income and wealth, discrimination on the basis of race, sex, ethnicity, age, and physical disabilities, and relevant public policy issues.

353 – Economics of Labor Unions (3)

Prerequisites: Economics 201 and 202. Economic analysis of the structure, behavior and impact of unions. Historical and comparative analysis of selected foreign labor movements as they relate to contemporary domestic policy issues.

354 – Urban Economics (3)

Prerequisites: Economics 201 and 202. An economic analysis of contemporary urban topics including location theory and the economic structure of cities, growth and development of central cities and ghettos, housing, transportation, poverty, crime, and fiscal issues.

361 – Introductory Econometrics (3)

Prerequisites: Economics 201 and 202. An introduction to the statistical methods used in economics.

373 – Marxian Economics (3)

Prerequisites: Economics 201 and 202. An introduction to the economic theories of Marx and his followers. Topics include value theory, historical materialism, structure of classes, dynamics of accumulation, and alienation.

374 – History of Economic Thought (3)

Prerequisites: Economics 201 and 202. A survey of economic analysis from antiquity to the 20th century. Focus on the 18th and 19th centuries.

375 – American Economic History (3)

Prerequisites: Economics 201 and 202. The study of factors contributing to the economic development of the United States, including the historical growth of economic institutions such as agriculture, banking, labor unions, and manufacturing.

382 – International Economics (3)

Prerequisites: Economics 201 and 202. An introduction to international trade, the balance of payments, exchange rate determination, and related issues of international economic policy.

383 – Comparative Economic Systems (3)

Prerequisites: Economics 201 and 202. Analysis and comparison of alternative economic systems, highlighting Capitalism, Socialism, and Communism. Emphasis on underlying theory, institutions and selected problems associated with these economic systems.

384 – Economic Development (3)

Prerequisites: Economics 201 and 202. An introduction to the economic characteristics and current problems of developing countries, theories of economic development and alternative policies and reforms required for Third World countries.

405 – Contemporary Economic Issues (3)

Prerequisites: Economics 201, 202, 303 and 304. Discussion of contemporary issues in economic theory and policy.

461 – Mathematical Economics (3)

Prerequisites: Economics 201, 202. Use of mathematical methods in economic analysis. Topics will include equilibrium analysis, comparative statics, and optimization.

462 – Economic Forecasting (3)

Prerequisite: Economics 201, 202, 361. Specification, estimation, evaluation and simulation of forecasting models. Survey of econometric, time–series, and leading indicator techniques.

482 – International Finance (3)

Prerequisite: Economics 201, 202, 382. Survey of the major topics in contemporary international finance: exchange rate determination, balance of payments adjustment, Eurocurrency markets and international banking, currency speculation, international borrowing and lending, and the international debt crisis.

488 – Economics Seminar (3)

Prerequisites: Economics 201 and 202. Special topics of interest to faculty and students.

491 – Individual Study in Economics (3)

Prerequisites: Economics 201 and 202. Directed individual research on an approved topic in economics.

499 – Internship (Credits variable)

Prerequisites: Economics 201 and 202. Supervised off-campus experience, developed in consultation with the department. (Up to six hours may count in the major.)

EDUCATION

Department of Education

Paul M. Zisman, *Chair*
Venitta C. McCall, *Career Advisor*
Sandra R. White, *Career Advisor*

Faculty

Professors

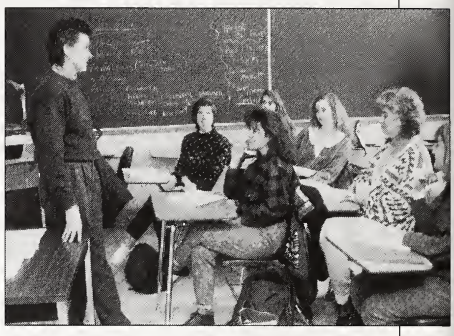
Brenda E. Vogel
Paul M. Zisman

Associate Professors

Venitta C. McCall
Marie P. Sheckels

Assistant Professors

Adrienne C. May
Sandra R. White



The Education Program

The Department of Education offers, as electives toward the degree, courses designed to prepare the liberal arts student to meet requirements for licensure as a teacher. The teacher education programs at the College are approved by the Virginia State Department of Education, the State Council of Higher Education of Virginia, and the National Association of State Directors of Teacher Education and Certification. In addition to full preparation for teaching, a Mary Washington College student may complete a foundation program which, with additional study at the graduate level, can provide entry into such professional specializations as special education, educational psychology, school administration, instructional supervision, and guidance and counseling.

The department offers several opportunities for leadership, honors, and scholarships. All students who gain admission to the program are eligible to join the Student Education Association. Students with high academic achievement are invited to become members of the Nu Xi Chapter of Kappa Delta Pi, an international honor society in education. An Outstanding Education Student award is given to students who excel in supervised teaching, academic achievement, and leadership. The department also recommends eligible students for seven scholarships offered to those pursuing the teaching license.

Programs offered by the department lead to a license with endorsement to teach in the following grades and/or disciplines: elementary (nursery and kindergarten through grade 6); comprehensive licensure (nursery and kindergarten through grade 12) in Art, Computer Science, and Music; and secondary licensure (grades 6-12) in each of the following areas: Biology, Chemistry, English (Speech, Journalism and Drama), Environmental Earth Science, French, General Science, Geography, German, Government, History, History and the Social Sciences, Latin, Mathematics, Physics, Sociology and Cultural Anthropology, and Spanish.

All teacher education programs at Mary Washington have a general education, a liberal arts or sciences major/endorsement, and a professional studies component. Consequently, students interested in seeking licensure to teach should contact the Department of Education as early in their college career as possible and attend an information session. The professional studies component (education coursework) is developed sequentially through three cycles: Cycle I, Introduction to Current Teaching Competencies, introduces students interested in teaching to basic educational concepts and current teaching practices by coursework and extensive field experience. Cycle II, Initiation into Developmental Teaching, initiates prospective teachers into the processes of education and the theories and uses of developmental teaching approaches. Cycle III, Explorations in Educational Decision Making, provides explorations in monitoring one's own professional growth through research, reflection, and problem solving. Because these cycles are developmental, courses from one cycle must be completed before beginning those in the next. Although every effort is made to facilitate carpooling, transportation to and from schools for both pre-student-teaching field experiences and supervised teaching is the responsibility of the student.

Requirements for Teacher Licensure

During their freshman year, or as early as possible for transfer and B.L.S. students, students must attend an information session offered twice each semester by the department. Attendance at this meeting is one of the requirements for acceptance into the gateway course, Education 200. At these sessions, students are made aware of the required minimum standards of performance and are asked to apprise the department of requests for accommodations.

After successful completion of Education 200, students are eligible to apply for admission into the program and to request assignment to a Supervised Teaching semester cohort. Admission into the Teacher Education Program is competitive and is based on academic achievement in the liberal arts degree requirements and on other indications of potential in meeting the program goals. These goals are centered on instructional capacities, critical practice capacities, and professional capacities.

To continue in the program, students are responsible for following the regulations and application deadlines contained in the Teacher Education Program Handbook, distributed to students in Education 200. In addition to meeting the minimum standards of performance and showing potential to meet the program goals, criteria for admission into the program include (a) SAT scores of 850 or better (or satisfactory PRAXIS Communication Skills and General Knowledge scores if requested); (b) no felony convictions; (c) satisfactory performance in writing intensive and mathematics courses; (d) good academic standing with a 2.5 G.P.A. or better; (e) satisfactory writing sample indicating interest in teaching; (f) successful completion of at least two education courses beyond Education 200; and (g) successful completion of all field experiences required for education coursework. In addition, formally admitted students must apply to the department for permission to enroll in Education 440, Supervised Teaching. Criteria for admission to student teaching include (a) admission into a Teacher Education Program; (b) application, including a writing sample; (c) recommendation by an education advisor; (d) recommendations by two professors from the major/core program; (e) satisfactory evaluations in pre-student teaching field experiences; (f) good academic standing with a minimum 2.5 G.P.A. in the major and overall and a 3.0 in the professional studies sequence; and (g) successful completion of Cycle II courses and Education 420. Final recommendation for licensure to the Virginia Department of Education is contingent upon (a) a 2.5 G.P.A. in the major and overall and a 3.0 in the professional studies sequence; (b) completion of all degree requirements; (c) a grade of "C" or better in student teaching; (d) successful completion of Cycle III courses; and (e) achieving the minimum scores on the PRAXIS exam, as established by the Virginia State Board of Education.

Elementary (NK-6) Endorsement Requirements: *Cycle I*: Education 200 and 300; *Cycle II*: Education 350, 370, and 382; *Cycle III*: Education 420, 439, and 440.

Secondary (Grades 6-12) Endorsement Requirements: *Cycle I*: Education 200; *Cycle II*: Appropriate discipline-specific course from Education 319, 321, 322, 323, or 324, plus Education 351 and 381; *Cycle III*: Education 420 and 440.

Art (NK-12) Endorsement Requirements: *Cycle I*: Education 200; *Cycle II*: Education 320, 350, 351, 381; *Cycle III*: Education 420 and 440.

Computer Science (NK-12) Endorsement Requirements: *Cycle I*: Education 200; *Cycle II*: Education 321, 350, 351, 381; *Cycle III*: Education 420 and 440.

Music (NK-12) Endorsement Requirements: *Cycle I*: Education 200; *Cycle II*: Education 318, 350, 351, and 381; *Cycle III*: Education 420 and 440.

Education Course Offerings

200 – Introduction to Teaching (2)

An introduction to American schooling through structured field experience and accompanying seminar. Field experience required.

205 – Children's Literature (3)

A survey of children's literature emphasizing literary forms, social issues and creativity.

300 – Instructional Skills for the Elementary School (4)

Prerequisite: Education 200. Diagnostic-prescriptive approach to teaching applied to language arts, science, mathematics, creative arts and social studies. Includes diagnosing, setting behavioral objectives, choosing appropriate procedures, and evaluating student progress. Field experience required.

318 – The Teaching of Music (4)

Prerequisite: all Cycle I courses. Relates the diagnostic-prescriptive approach to teaching to the particular content area and introduces developmental approaches to teaching. Field experience in grades K–12 required.

319 – The Teaching of Foreign Language (4)

Prerequisite: all Cycle I courses. Relates the diagnostic-prescriptive approach to teaching to the particular content area and introduces developmental approaches to teaching. Field experience in grades 6–12 required.

320 – The Teaching of Art (4)

Prerequisite: all Cycle I courses. Relates the diagnostic-prescriptive approach to teaching to the particular content area and introduces developmental approaches to teaching. Field experience in grades K–12 required.

321 – The Teaching of Mathematics and Computer Science (4)

Prerequisite: all Cycle I courses. Relates the diagnostic-prescriptive approach to teaching to the particular content area and introduces developmental approaches to teaching. Field experience in grades 6–12 required.

322 – The Teaching of Social Sciences (4)

Prerequisite: all Cycle I courses. Relates the diagnostic-prescriptive approach to teaching to the particular content area and introduces developmental approaches to teaching. Field experience in grades 6–12 required.

323 – The Teaching of Sciences (4)

Prerequisite: all Cycle I courses. Relates the diagnostic-prescriptive approach to teaching to the particular content area and introduces developmental approaches to teaching. Field experience in grades 6–12 required.

324 – The Teaching of English (including Drama, Speech and Journalism) (4)

Prerequisite: all Cycle I courses. Relates the diagnostic-prescriptive approach to teaching to the particular content area and introduces developmental approaches to teaching. Field experience in grades 6–12 required.

350 – Developmental Teaching in the Elementary School (3)

Prerequisite: all Cycle I courses. Applies cognitive theories to the teaching of mathematics, science, and social studies. Field experience required.

351 – Developmental Teaching in the Secondary School (4)

Prerequisite: all Cycle I courses. An overview of developmental approaches, with emphasis on recognizing language and thinking processes as the underpinnings of middle and secondary school teaching. Field experience required.

370 – Language Processes (3)

Prerequisite: all Cycle I courses. Facilitating the learning of language processes in the elementary school through knowledge of language development. Emphasizes whole language, writing process and literature-based approaches. Field experience required.

381 – Social Processes in the Secondary Classroom (3)

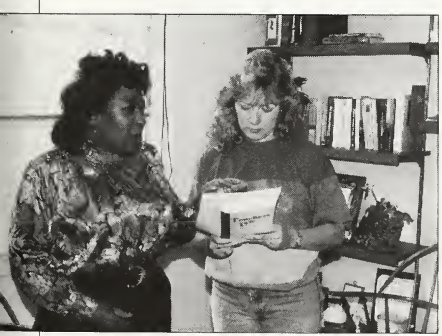
Prerequisite: all Cycle I courses. Classroom management and discipline practices based on research and theories of personality, social influences and instruction of pubescents and adolescents. Field experience required.

382 – Social Processes in the Elementary Classroom (3)

Prerequisite: all Cycle I courses. Addresses classroom management and discipline issues within the social context of the classroom. Emphasizes approaches which enhance the self concept of the learner. Field experience required.

420 – The Professional Teacher and the American School (3)

Prerequisite: all Cycle II courses. Prospective teachers become independent, reflective decision-makers by critically examining the philosophical, ethical, historical, legal, and social contexts of the American school.



439 – Classroom Teaching and Research (3)

Prerequisite: Education 420 and permission of department. Student teachers reflect on the lessons and programs they design by applying problem-solving and decision-making techniques to the task of elementary school teaching. Taken concurrently with Education 440.

440 – Supervised Teaching (9)

Prerequisite: Education 420 and permission of department. Orientation to teaching under the direction of cooperating teachers in the public schools.

441, 442, 443 – Supervision Seminar for Cooperating Teachers (2 each)

Prerequisite: Selection to serve as a cooperating teacher. A sequence of seminars in educational supervision available only to classroom teachers serving as cooperating teachers to Mary Washington College student teachers.

472 – Special Topics in Education (1–6)

Prerequisite: Permission of the department. Specific subject content to be determined by interest of faculty and students. A maximum of six credits may count in a teacher licensure program.

499 – Internship (Credits variable)

Supervised off-campus experience developed in consultation with the department. May not be used to satisfy required professional education coursework. A maximum of three credits may count in a teacher licensure program.

ENGLISH

Department of English, Linguistics, and Speech

Richard E. Hansen, *Chair*
Carol S. Manning, *Career Advisor*

Faculty

Distinguished Professors
Donald E. Glover
Richard E. Hansen

Professors
Daniel A. Dervin
William Kemp
Carol S. Manning
Raman K. Singh

Associate Professors
Taddesse Adera
John T. Morello

Assistant Professors
W. Gardner Campbell
B. K. Faunce
Christina Kakavá
Teresa A. Kennedy
William Henry Lewis
Judith A. Parker
Mary B. Rigsby
Steven Watkins

Instructor
Ellen M. Chafee

Senior Lecturer
Constance F. Smith

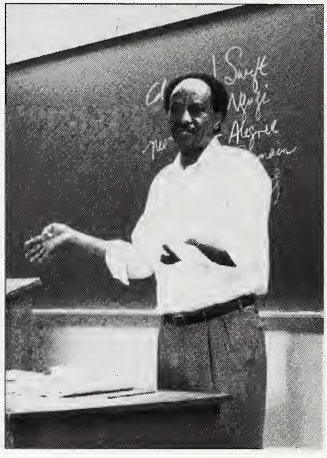
Director of Writing Center
Jane G. Gatewood

The Program in English

In English courses students investigate the great body of literature written in the language, and develop skills in their own writing: analytic, creative, journalistic.

The English major emphasizes a strong basis in literature while encouraging students to follow individual interests in literature, writing, or linguistics. The requirements ensure familiarity with the language, with literature, with literary theory, and with the demands of writing, while allowing students to diversify or to emphasize one particular area. Many students include internships, testing classroom knowledge in the outside world.

A number of other activities, such as the Poetry/Fiction reading series, lectures, and social events, bring professors and students together informally. Qualified students are invited to join Lambda Iota Tau, a national literature honor society.



While the department has no specific ideology, it is devoted to rigorous thought, mastery of detail, and intellectual honesty. Many students combine studying literature or writing with majors in other disciplines. About 20 percent of the majors also certify for elementary or secondary teaching. Others go on to graduate or professional school. Still others take jobs in everything from the unusual and exotic, through the myriad shadings of journalism and public relations, to government and business. The specific skill nourished by majoring in English which employers value most is exact writing, but like all humane disciplines, English teaches complexity of thought and subtlety of feeling. What unites all English majors is joy in the language and love for its literature.

English courses on the 200-level are designed for students from all disciplines. 300-level courses offer students the opportunity to do more sophisticated writing and to explore works of literature defined by period, genre, or theme. In linguistics courses, students consider the socializing role of language in our daily lives and explore the biological and formal nature of language: the structure of speech sounds, words and meaning, conversation and texts. All classes are kept to a size to facilitate discussion and individual attention, and in the 400-level seminar classes, students make major contributions to the classes, presenting original papers.

Requirements for the English Major

Thirty-nine (39) credits, in English, Linguistics, and Speech courses, including English 295; Linguistics 101; either Linguistics 301, 302, or 305; twelve credits in upper-level literature courses (six of these must be in courses dealing with literature written before 1800); one 400-level literature seminar; one upper-level writing course; and twelve credits selected from a group including English 200 (the only 200-level course other than English 295 that can be included in the major), the department's 300- and 400-courses in writing, literature, speech, and linguistics, and department-sponsored internships and individual study.

English Course Offerings

101 – Writing Workshop (3)

Group and tutorial instruction in the fundamental techniques of expository and argumentative writing: organization, development, coherence, research methods, mechanics.

200 – Newsgathering (3)

An introduction to the techniques of newsgathering, including practice in interviewing, reporting, and writing various kinds of news stories.

201 – Advanced Composition (3)

Development of flexible and effective expository prose through analysis of models and practice with styles and techniques.

211 – Survey of English Literature I (3)

Literary movements and types from Beowulf through the 18th century.

212 – Survey of English Literature II (3)

Literary movements and types from the Romantic movement to the present.

221 – Survey of American Literature I (3)

American backgrounds, literary movements and types from the colonial writers through Whitman.

222 – Survey of American Literature II (3)

American backgrounds, literary movements and types from Dickinson to the present.

231 – Short Fiction (3)

Study of selected short stories and short novels.

232 – The Novel (3)

Study of the form, content, and development of selected novels.

233 – Poetry (3)

Close analysis of poetic form and content.

234 – Shakespeare (3)

Shakespeare's achievement in selected plays and poems.

235 – Tragedy (3)

Tragedy as form and idea in selected works of world literature.

236 – Comedy (3)

Comic conventions in selected works of world literature.

241 – Fantasy in Literature (3)

Themes, techniques, and structures in the literature of fantasy.

242 – Myth in Literature (3)

Myth—cultural, natural, Christian, and classical—in selected literary works.

243 – Women in Literature (3)

Study of literature by or about women.

244 – Narrative Form in Fiction and Film (3)

Study of narrative technique in novels and film.

251 – Issues in Literature (3)

Significant literary figures, movements and topics. Specific topics vary.

295 – Introduction to Literary Studies (3)

An introduction to methods of reading literature; development of awareness of the approaches readers use in analyzing literary texts; exploration of theoretical questions. Required for the major.

300 – Principles of Newspaper Writing (3)

Prerequisite: English 200 or permission of the instructor. Practice in writing, reporting, editing, and laying out various kinds of news stories.

301 – Principles of Magazine Writing (3)

Prerequisite: English 200 or permission of the instructor. Practice in writing, reporting, editing, and laying out various kinds of magazine articles, with emphasis on feature writing.

302 – Creative Writing I (3)

Prerequisite: English 231 or 233 or permission of the instructor. Introduction to writing fiction and poetry. Primary emphasis on developing student abilities to write creatively, with periodic attention to examples from established writers.

303 – Creative Writing II (3)

Prerequisite: English 302 or permission of the instructor. Continuation of English 302, with emphasis on more sustained creative writing projects.

306 – Topics in Writing (3)

Practice in writing in certain styles and forms. Consult Schedule of Courses for specific topics and prerequisites.

307 – The Writing Process (3)

Study and practice of writing as a several-stage process; development of an understanding of what is good writing; development of the ability to criticize constructively one's own writing and the writing of others.

309 – Chaucer and His Age (3)

The study of popular literature in England during the middle ages, with emphasis on Chaucer's *Canterbury Tales*, Anglo-Saxon heroic narrative, *Piers Plowman*, and the origins of medieval drama.

310 – The Courtly Tradition in Medieval Literature (3)

Development of courtly literaure in medieval England, including Chaucer's *Troilus and Creseyde*, works of the Gawain poet, love lyrics, and native Arthurian material.

315 – English Drama through the Restoration (3)

Origins and development of English drama through the Restoration. Includes miracle and morality plays, and Elizabethan, Jacobean, and Restoration drama.

316–Renaissance and Baroque Literature (3)

English nondramatic literature of the 16th and 17th centuries emphasizing Sidney, Spenser, Donne, Jonson, and Milton.

319 – Shakespeare: The Early Plays (3)

Shakespeare's early development, focusing on the comedies and history plays.

320 – Shakespeare: The Later Plays (3)

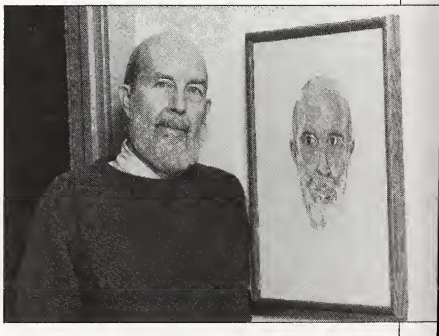
Shakespeare's later development, focusing on the tragedies, problem plays, and final romances.

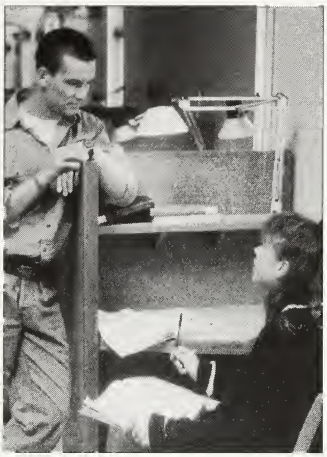
325 – The Age of Neoclassicism (3)

English literature during the Restoration and the early 18th century, with emphasis on the revival of classical aesthetics and forms.

326 – The Age of Sense and Sensibility (3)

English literature during the second half of the 18th century, with emphasis on the transition from Neoclassicism to Romanticism.





333 – The British Novel to 1945 (3)
Growth of the English novel from its origins to the Second World War.

334 – The American Novel to 1945 (3)
Growth of the American novel from its origins to the Second World War.

335 – English Romanticism (3)
English literature of the early 19th century, concentrating on six great Romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

336 – Victorian Literature (3)
English literature from 1830 to 1914.

355 – American Romanticism (3)
Literary romanticism in 19th century American prose and poetry. Includes Hawthorne, Melville, Thoreau, Whitman, and Dickinson.

356 – American Realism (3)
Literary realism in American prose and poetry of the 19th and early 20th centuries. Includes James, Dreiser, and Twain.

357 – Southern Literature (3)
The literature of the American South, from the nineteenth century through the Modern Southern Renaissance.

360 – The Literature of Resistance (3)
Studies in modern literature dealing with current international socio-political conflicts in such regions as Ireland, the Middle East, and South Africa.

365–Modern Literature–Emphasis Drama (3)
Origins and development of major concerns and themes in the early modern period. Emphasis on Western drama.

366–Modern Literature–Emphasis Poetry (3)
Explorations of modern themes and techniques in the works of major modern writers, chiefly British and American.

368 – African Literature (3)
Major themes, movements, significant literary figures and problems in twentieth-century African literature.

370 – Contemporary Poetry and Drama (3)
Contemporary poetry and drama, primarily British and American.

373 – Contemporary British and American Fiction (3)
Fiction in Britain and America since the Second World War.

375, 376 – Special Studies (3,3)
Studies in significant literary figures, movements, and topics. Consult Schedule of Courses for specific topic.

380 – Practicum in Journalism (1)
Students will review, study, and practice principles of sound journalism in reporting, editing, opinion-writing, and layout and design for the Mary Washington College student newspaper, *The Bullet*. May be repeated for a total of eight credits; four may be counted in the English major.

400 – Grellet and Dorothy Simpson Summer Institute in Medieval Studies (6)

Prerequisite: Permission of instructor. An intensive summer institute in a seminar format, this course provides the opportunity for independent undergraduate research on a variety of topics appropriate to medieval studies. Intensive discussion sessions directed by a variety of scholars from inside and outside the College faculty will guide students, ensuring the timeliness and currency of their research.

411 – Studies in Drama (3)

Major problems, themes, movements, or figures in drama. Consult Schedule of Courses for specific topic.

413 – Studies in Poetry (3)

Major problems, themes, movements, or figures in poetry. Consult Schedule of Courses for specific topic.

415 – Studies in the Novel (3)

Major problems, themes, movements, or figures in the novel. Consult Schedule of Courses for specific topics.

445–Studies in English Literature to 1600 (3)

Significant figures, movements, themes, or problems in English literature to 1600. Consult Schedule of Courses for specific topic.

447 – Studies in English Literature, 1600–1800 (3)

Significant figures, movements, themes, or problems in English literature, 1600–1800. Consult Schedule of Courses for specific topic.

449 – Studies in English Literature, 1800–Present (3)

Significant figures, movements, themes, or problems in English literature, 1800 to the present. Consult Schedule of Courses for specific topic.

455 – Studies in American Literature to 1900 (3)

Significant figures, movements, themes, or problems in American literature through the 19th century. Consult Schedule of Courses for specific topic.

457 – Studies in American Literature, 1900–Present (3)

Significant figures, movements, themes, or problems in American literature of the 20th century. Consult Schedule of Courses for specific topic.

470 – Seminar in Creative Writing (3)

Prerequisites: English 302 and 303 and permission of Creative Writing Committee. Advanced workshop in creative writing.

480 – The Peer Tutoring of Writing (1)

Prerequisite: One writing course or writing intensive course beyond English 101, and permission of the instructor. The review and study of principles of effective writing, study of writing formats and expectations for various disciplines, and training in tutoring fellow students. May be repeated for a total of four credits.

491, 492 – Individual Study (3, 3)

Individual study under the direction of a member of the staff. By permission of the department.

499 – Internship (1–6)

Supervised off-campus experience, developed in consultation with the department. Up to three credits may be counted toward the English major.

ENVIRONMENTAL SCIENCE

Department of Environmental Science and Geology

Michael L. Bass, *Chair and Career Advisor*

Faculty

Professor

Michael L. Bass

The Environmental Science Program

Environmental Science is offered as a concentration within the cross-disciplinary major in Environmental Science and Geology. The Environmental Science concentration promotes the study of human links to our environment, and majors may emphasize either a natural science or a social science perspective.

The natural science track provides a background in biology, chemistry, and geology. Analytical skills available in this program, coupled with an appreciation of socioeconomic considerations, will prepare the student to evaluate environmental problems and work on solutions taking into consideration the limits of societal resources.

The social sciences track focuses on the economic, political, and sociological impact of humans on the environment. This study, coupled with an appreciation of the biotic and physical parameters of the environment, prepares students to evaluate government, industry, and environmentalist positions on environmental issues.

Environmental laws and regulations have produced an increased demand by both industry and all levels of government for people trained in the environmental sciences. Both tracks provide a strong background for advanced study or allow placement directly in a variety of career areas. Majors who have the appropriate academic record may use Environmental Science 481 and 491 to pursue Honors in Environmental Science. Financial support for student research is available.

Equipment for ecological studies in terrestrial, fresh water, and marine environments includes live animal traps, plankton and insect nets, seines, dissolved oxygen, conductivity and pH meters for field work, a small fleet of boats including one equipped for trawling and dredging, and fresh and salt water aquaria.

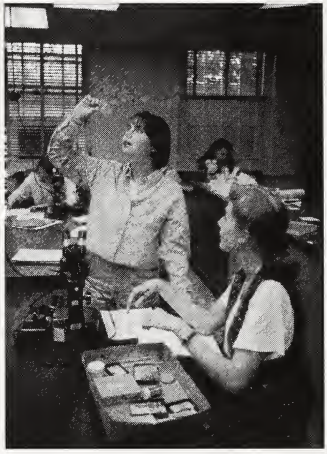
Requirements for the Environmental Science Concentration

Thirty-eight (38) credits, including Environmental Science 101 and 460; Biology 311 or 322; Chemistry 211 or 252; Economics 331; Geography 275 or Sociology 314; Geography 375; Geology 111; 14–16 credits from courses in one of the following options to form an approved, cohesive program with no more than three courses taken in any one discipline:

Natural Environmental Sciences: Biology 231, 250, 311, 312, 321, 322, 323, 341, 363, 364, 371, 372, 422; Chemistry 211, 212, 252, 317, 318, 319, 320, 331, 332; Environmental Science 481, 491, 499; Geography 330, 340, 350, 351, 370; and Geology 111, 112, 113, 114, 221, 301, 305, 402.

Social Environmental Sciences: Anthropology 102; Biology 250; Economics 312, 332, 341, 354, 384, 405; Environmental Science 481, 491, 499; Geography 235, 275, 330, 336, 337, 339, 340, 350, 351, 370; Political Science 332; Sociology 313, 314.

Biology 121 and 122, Chemistry 111 and 112, Economics 201 and 202, and Geography 202 are prerequisite to courses in the major program. Geography 221 and 222, and Political Science 101 and 102 are prerequisites to courses that might be included in the major program. Students expecting to concentrate in Environmental Science should consider taking these courses as general education requirements or as electives.



Environmental Science Course Offerings

101 – Introduction to Environmental Science (1)

Humans and the environment as viewed from the social and natural sciences.

460 – Environmental Science Seminar (2)

Multidisciplinary evaluation of environmental problems. Senior level seminar for Environmental Science majors; others by permission of the instructor.

481–Readings in Environmental Science (1–2)

Readings in Environmental Science literature selected by the student, who is guided by a staff member. Open to junior and senior majors by permission of the department.

491 – Special Problems in Environmental Science (1–3)

Prerequisite: Environmental Science 481. Individual Laboratory or Field investigation supervised by a staff member. Open to junior and senior majors with permission of the Department.

499 – Internship (Credits variable)

Prerequisite: Junior or senior major in good academic standing with appropriate background. Supervised off-campus experience, developed in consultation with the department.

FRENCH

Department of Modern Foreign Languages

Joanna L. Reynolds, *Chair*
Jean-Marc Braem, *Career Advisor*
Marie A. Wellington, *Career Advisor*

Faculty

Associate Professor
Marie A. Wellington

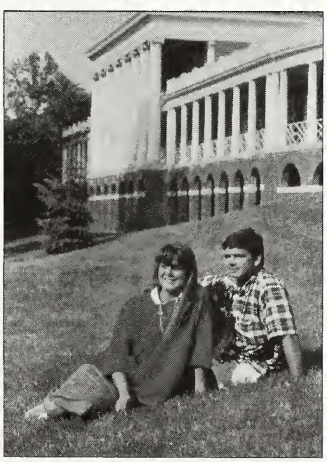
Assistant Professors
Jean-Marc Braem
Leonard R. Koos

The French Program

Through courses in French, students gain proficiency in understanding, reading, writing, and speaking the language. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted primarily in French.

Double majors are possible, and non-majors may also take advantage of the language program. Students have the opportunity to reside in a small campus residence hall in which French is spoken and which sponsors various inter-cultural programs each year. The resident language director of this house is a native speaker of French.

The Department of Modern Foreign Languages cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill major requirements.



An exchange program with the University of Valenciennes allows a recently-graduated major to teach in France for a year.

Graduates in French may pursue careers in government or in private fields in which the knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

Requirements for the French Major

Thirty-six (36) credits, including French 311, 312, 326, 327, 328, 411, 412, and 481; two courses chosen from French 313, 315, or 316; two additional French literature courses.

French Course Offerings

101, 102 – Beginning French (3, 3)
Grammar, composition, conversation, reading, laboratory use.

201, 202 – Intermediate French (3, 3)
Grammar review, reading, composition, laboratory use, oral work.

281 – French Literature in Translation (3)
A study of selected masterpieces of French literature with emphasis on works representative of the major periods including the writings of such authors as Madame de la Fayette, Voltaire, and Flaubert. Conducted in English. Not for French major program credit.

311, 312 – Studies in Language I (3, 3)
Prerequisites: French 201, 202. Grammar, composition, reading, conversation.

313 – Business French (3)

Prerequisites: French 311, 312. Especially designed for those who may be connected with businesses dealing in France or French-speaking countries.

315 – French Civilization (3)

Prerequisites: 6 hours of Survey of French Literature or permission of the instructor. Geography and history of France.

316 – French Civilization (3)

Prerequisites: 6 hours of Survey of French Literature or permission of the instructor. Contemporary France.

326, 327, 328 – Survey of French Literature I, II, III (3, 3, 3)

A chronological study of French literature from the medieval period through the late 20th century.

342 – Medieval and Renaissance Literature (3)

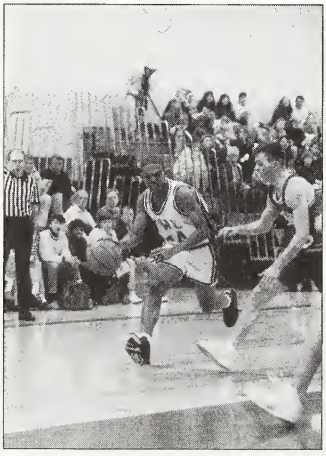
Prerequisites: French 326 and one other segment of the literature survey. A study of short fiction in the medieval period from courtly *lai* and popular *fabliau* through the sixteenth-century *nouvelle* of Marguerite de Navarre.

351 – Seventeenth-Century Literature (3)

Prerequisites: 6 hours of Survey of French Literature. Corneille, Moliere, Racine, and other representative works.

361 – Eighteenth-Century Literature (3)

Prerequisites: 6 hours of Survey of French Literature. Philosophy, fiction, and theatre.



371 – Novel of the Nineteenth Century (3)

Prerequisites: 6 hours of Survey of French Literature. Stendhal, Balzac, Flaubert, Zola and short stories.

372 – Nineteenth-Century Poetry and Theater (3)

Prerequisites: 6 hours of Survey of French Literature. Poetry from all periods of the century and some representative theatre.

381 – The Novel of the Twentieth Century (3)

Prerequisites: 6 hours of Survey of French Literature. Proust, Robbe-Grillet, Sarraute, Camus and other representative works.

382 – Twentieth-Century Theater (3)

Prerequisites: 6 hours of Survey of French Literature. Artaud, Ionesco, Jarry, Beckett and other representative works.

411, 412 – Studies in Language II (3, 3)

Prerequisites: French 311, 312 and 6 hours of Survey of French Literature. Advanced grammar, composition, conversation. Required of majors. Others by permission.

481 – Senior Seminar (3)

Selected topics. Required of and limited to senior majors.

491, 492 – Individual Study (3, 3)

Intensive study of one or more authors selected in consultation with instructor. By permission of the department.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department. No credit toward major.

GEOGRAPHY

Department of Geography

James B. Gouger, *Chair*
Richard P. Palmieri, *Career Advisor*

Faculty

Distinguished Professors

Marshall E. Bowen,
Samuel T. Emory, Jr.

Professors

James B. Gouger
Richard P. Palmieri

Assistant Professors

Joseph W. Nicholas
Donald N. Rallis

The Geography Program

Geography, the study of place, is concerned with identifying and explaining the distribution and interrelationships of physical and cultural phenomena. Patterns of spatial arrangement are analyzed according to the attributes of location, extent, density, and succession. Because of its breadth, examining mankind, his works, and his environment, the discipline of geography bridges the physical and social sciences. Thus, the study of geography embraces both the spirit and the purpose of a liberal education.

The Geography program at Mary Washington stresses a traditional approach to the discipline, introducing students to analytic techniques applicable to a wide range of spatially-related questions. The Geography major prepares students for career opportunities in government and private industry, as well as for graduate studies in geography, planning, and a variety of other disciplines. Recent graduates have begun careers as cartographers, urban and regional planners, intelligence officers, geographic editors, industrial location and transportation analysts, map curators, and resource and land managers.

The facilities for geographic studies at Mary Washington include excellent map and aerial photograph collections, a well-equipped cartography laboratory, and a departmental computer laboratory. The department hosts a chapter of Gamma Theta Upsilon, the International Honorary Geography Society, and is an institutional member of the Association of American Geographers.

Requirements for the Geography Major

Thirty-nine (39) credits, to include Geography 201, 202, 221, and 222; one course focusing on the geography of a foreign region (301–308); one upper-level physical geography course (370 or 375); two thematic geography courses (235, 321, 336, 337, 339, 422, 480); two applied geography courses (330, 340, 341, 350, 351, 460, 465); Mathematics 121 or 200; and two or more electives (any 200-, 300-, or 400-level geography courses except 499).

Geography Course Offerings

101 – World Regional Geography (3)
An appreciation of geographic patterns in the distribution of physical and cultural phenomena in the major regions of the world. Does not count for major credit.

201 – Introduction to Cultural Geography (3)
Concepts, themes, and methods of cultural geography presented within an evolutionary framework which stresses German, French, English, Russian, and American schools of geographic thought.

202 – Introduction to Physical Geography (3)
An introduction to the interrelated elements of the natural world, including weather and climate, vegetation, soils, water, and landforms.

221 – Geography of Eastern Anglo-America (3)
Regional geography of the eastern United States and Canada, stressing differences in the land, landscape, life, and livelihood.

222 – Geography of Western Anglo-America (3)
Regional geography of the western United States and Canada, stressing differences in the land, landscape, life, and livelihood.

235 – Geography of World Cities (3)

A geographic perspective on urbanization around the world, with particular emphasis on the origin, development, situation, morphology, and function of selected world cities.

275 – Human Environment: Perception and Utilization (3)

An introduction to population problems, environmental quality, pollution, resource utilization, conservation, and man's role in changing the face of the earth.

301 – Geography of Middle America and the Caribbean (3)

Regional geography of the lands and peoples of Middle America and the Caribbean, with particular emphasis on the historical development of distinct geographic regions.

302 – Geography of South America (3)

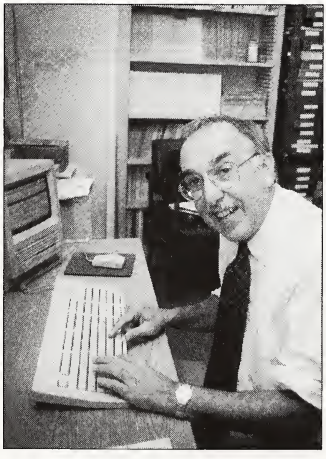
Regional geography of the lands and peoples of South America, with particular emphasis on historical geography and the historical development of distinct geographic regions.

303 – Geography of Europe (3)

A survey of the climate, surface features, natural resources, population, agriculture, industry, and trade of the European continent.

304 – Geography of the Middle East and North Africa (3)

A study of the arid-land countries of the Middle East and North Africa, focusing on landscape, economy, life, and livelihood.



305 – Geography of Sub-Saharan Africa (3)

A study of Africa south of the Sahara, focusing on landscape, economy, life, and livelihood.

306 –Geography of South and Southeast Asia (3)

Environment, landscape, and livelihood of the Indian subcontinent and mainland and insular Southeast Asia, with special reference to tropical and subtropical monsoon regions.

307 – Geography of East and Central Asia (3)

A survey of the environment,landscape,and livelihood of China, Mongolia, the Korean Peninsula, Japan, and the Treaty Ports.

308 – Geography of the Commonwealth of Independent States (3)

A survey of the climate, surface features, natural resources, population, agriculture, industry, and trade of Russia and the other Commonwealth states.

320 – Geographical Influences on History (3)

An appreciation of the influence of man's physical environment on history, with emphasis on American history.

321 – Political Geography (3)

A study of geographic factors in world power and international affairs, with emphasis on territorial definition, boundaries, and current problem areas.

330 – Introduction to Planning (3)

A survey of basic concepts, laws, and methods used in city and regional planning, illustrated with case studies.

336 – Economic Geography (3)

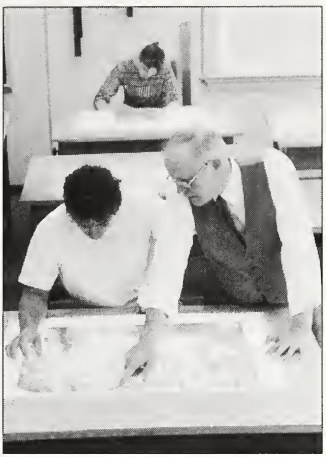
A study of the location of economic activities, location theory, spatial models of economic systems, and changing patterns of economic organization.

337 – Urban Geography (3)

Prerequisite: Geography 235. A study of the spatial structure of urban places, with particular emphasis on theories of urban location, urban hierarchies, the internal structure of modern cities, and the geography of urban cultures.

339 – Geography of Third World Development (3)

Prerequisite: Geography 336. An examination of the economic geography of the Third World, including spatial and environmental problems of development, theories of development and under-development, and the geography of colonialism.



340 – Interpretation of Maps and Aerial Photographs (4)

Prerequisites: Geography 221 and 222. Geographic interpretation of large-scale maps and aerial photographs, with emphasis on their use as research tools in geography.

341 – Remote Sensing (3)

Prerequisite: Geography 340. Geographic interpretation, analysis, and applications of imagery obtained from sensors operating beyond the spectral band of visible light.

350 – Cartography I (4)

Prerequisite: Geography 340 (may be taken concurrently). Introduction to basic cartographic methods and analysis of cartographic problems, with emphasis on exercises in graphic presentation.

351 – Cartography II (4)

Prerequisite: Geography 350. Advanced techniques of cartographic design and production, with emphasis on thematic mapping; includes an introduction to computer-assisted cartography.

360 – Geographic Study Abroad (variable 1-6)

A course conducted in a selected area abroad, combining lectures, observation, and travel.

370 – Geomorphology (3)

Prerequisite: Geography 202 and 340 or permission of instructor. Origin and development of landforms and their relation to underlying structure, process, and time.

375 – Weather and Climate (3)

Prerequisite: Geography 202 or permission of instructor. Analysis of weather processes, distribution of climate regions, human modification of climate, and the impact of climate upon man and nature.

410 – Selected Topics in Geography (variable 1-3)

Lecture or seminar class dealing with a preselected topic of current interest. (May be repeated for credit with change of topic.)

422 – Historical Geography of North America (3)

Prerequisite: Geography 221 and 222. Analysis of past geographic patterns in selected regions of the United States and Canada, with emphasis on development of research skills and scholarly writing.

460 – Field Methods in Geography (3)

Methods of obtaining information, mapping, and preparing reports based on field research experience.

465 – Computer Applications in Geography (3)

Prerequisite: Twenty-four credits in geography or permission of instructor. Use of the computer as a tool in developing, analyzing, and reporting research problems in both physical and human geography.

480 – History of Geographic Thought (3)

Prerequisite: Twenty-four credits in geography or permission of instructor. Seminar on the development of geographic knowledge, theory, philosophy, and methods, as illustrated by the writings of representative geographers.

485 – Readings in Geography (variable 1-3)

Prerequisite: Permission of the instructor. Directed readings on a selected topic in geography under the guidance of a member of the geography faculty.

491 – Individual Study in Geography (variable 1-6)

Prerequisite: Permission of the instructor. Intensive individual study of some geographic problem under the guidance of a member of the geography faculty.

492 – Individual Study in Cartography (variable 1-6)

Prerequisite: Geography 351 and permission of the instructor. Intensive individual study of some cartographic problem under the guidance of a member of the geography faculty.

499 – Internship (variable 1-6)

Prerequisite: Permission of the instructor. Supervised off-campus experience. Does not count toward the geography major.

GEOLOGY

Department of Environmental Science and Geology

Michael L. Bass, *Chair*
Grant R. Woodwell, *Career Advisor*

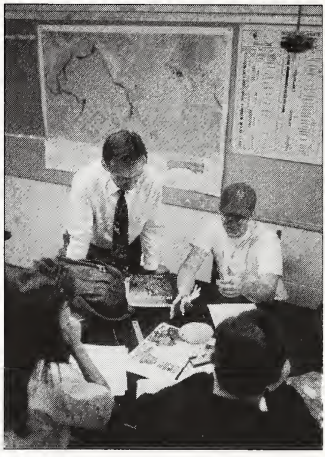
Faculty

Professor
Robert L. McConnell
Associate Professor
Grant R. Woodwell
Assistant Professor
Jodie L. Hayob

The Geology Program

Geology is offered as a concentration within the cross-disciplinary major in Environmental Science and Geology. The Geology concentration offers introductory courses designed to present the basic principles and applications of the science, and upper-level courses that provide more thorough analysis of geological processes for students planning professional employment or graduate study in the field. The program also provides background for teaching the earth sciences. Around the geology concentration one can build a career-focused set of courses from other disciplines, e.g., with geography for urban and land-use planning or cartography; with biology for environmental studies; and with chemistry and physics for geochemical or geophysical research on energy and mineral resources. Students concentrating in geology are encouraged to do independent study and research during their senior year. If they have a 3.00 overall grade point average with a 3.25 average in geology courses, they may pursue Honors in Geology by completing an independent research project and writing and defending a thesis.

The department has well-equipped laboratories to support and reinforce classroom instruction and to provide opportunities for research. Major equipment items include petrographic microscopes (one with a fluid-inclusion stage), a thin-section machine, an x-ray diffractometer and an energy dispersive spectrometer. For geological field work, the department has a proton magnetometer, a seismometer, a core drill, surveying equipment and altimeters, and for classroom study, an extensive collection of rocks, minerals, and fossils. The department also has several microcomputers and access to the College's minicomputer.



Requirements for Geology Concentration

Thirty-six (36) credits, to include Geology 111, 112, 301, 302, and 412; an additional sixteen (16) credits in other geology courses at the 200-level or above. With advisor approval, either Geography 340 or 350 and Chemistry 331 and 332 may be substituted for up to eight (8) of these credits.

Geology Course Offerings

111 – Introductory Geology (4)
Introduction to the earth: rocks and minerals, mountain-building, structure of the earth's interior, and surface processes. Laboratory. Entry-level course.

112 – Evolution of the Earth (4)
Prerequisite: Geology 111. History of the earth with emphasis on plate tectonics, evolution of continents and ocean basins, and evolution of life as deduced from the fossil record. Laboratory.

113 – Marine Geology and Oceanography (3)
Prerequisite: Geology 111. Geology and origin of ocean basins, sea-floor spreading, sediments, plate tectonics, physical oceanography, and marine resources. Does not satisfy any major program requirements nor serve as prerequisite to any other geology courses. Satisfies the Natural World requirement when taken subsequent to 111 and when taken with Geology 114.

114 – Marine Geology and Oceanography Laboratory (1)

Prerequisite or corequisite: Geology 113. Selected exercises in marine geology. Must be taken with Geology 113 to satisfy the Natural World requirement.

201 – Paleontology (4)

Prerequisites: Geology 111 and Biology 121. Plant and animal fossils and the ancient environment indicated by their presence. Laboratory.

221 – Environmental Geology (3)

Prerequisite: Geology 111; recommended: Geology 112. Interaction of geologic phenomena and processes with society and the biosphere.

301 – Mineralogy (4)

Prerequisite: Geology 111. Chemistry 112 recommended. Study of minerals including an introduction to crystallography and methods of identification. Laboratory.

302 – Petrology (4)

Prerequisite: Geology 301. Origin and evolution of magmas; origin, nature and classification of igneous and metamorphic rocks. Laboratory.

305 – Hydrogeology (3)

Prerequisite: Geology 111; calculus and high school physics recommended. Lecture course in the theory of surface water and groundwater flow (including contaminant transport) for practical applications in the geological and environmental sciences.

311 – Sedimentation and Stratigraphy (4)

Prerequisite: Geology 111; recommended: Geology 301. Origin and nature of sediment; depositional environments; principles of seismic stratigraphy; facies models. Laboratory.

331–Optical Mineralogy and Petrography (4)

Prerequisite: Geology 301. Laboratory course in optical theory and use of the polarizing petrographic microscope for the examination of rocks and minerals in thin section. Laboratory.

333 – Plate Tectonics (3)

Prerequisite: Geology 112. A detailed analysis of the evidence which led to the development of the theory of plate tectonics. Related selected topics include seismology, heat flow, geomagnetism, and geochemistry.

402 – Geochemistry (3)

Prerequisite: Geology 301 or permission of the instructor. Study of the distribution, migration, and abundance of the elements within the earth.

412 – Structural Geology (4)

Prerequisite or corequisite: Geology 302. Analysis and interpretation of structural features of the earth's crust such as folds and faults. Laboratory.

421 – Advanced Topics in Geology (2–4)

Prerequisite: permission of the instructor. Specialized topics not offered on a regular basis such as Vertebrate Paleontology or Hydrology. Laboratory included with certain topics.

491 – Individual Study (1–4)

Prerequisite: permission of the instructor. Investigation of a topic which may include laboratory and literature research. Course of study determined by instructor and student.

499 – Internship (Credits variable)

Supervised off-campus experience developed in consultation with the department. A maximum of three (3) credits may count toward the major program requirements.

GERMAN

Department of Modern Foreign Languages

Joanna L. Reynolds, *Chair*
Sammy R. Merrill, *Career Advisor*

Faculty

Professor
Sammy R. Merrill
Associate Professor
Vera Niebuhr

The Program in German

Through courses in German, students gain proficiency in understanding, reading, writing, and speaking the language. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted primarily in German.

Students wishing to major may select a concentration in German within the major in Modern Foreign Languages. Double majors are possible, and non-majors may also take advantage of the language program. Students have the opportunity to reside in a small campus residence hall in which German is spoken and which sponsors various inter-cultural programs. Currently the resident program director of this house is a native speaker of German.

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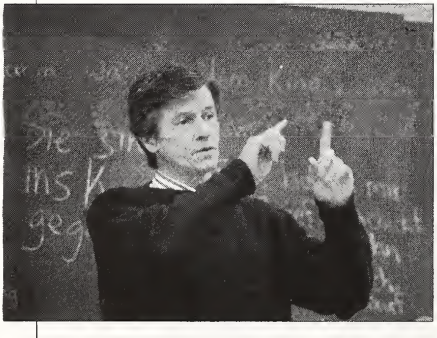


Requirements for the German Major

Thirty-two (32) credits in German including German 311; at least two courses (in sequence) chosen from 393, 394, and 395; and additional German courses at the 300- or 400-level.

German Course Offerings

111, 112 – Elementary German (4, 4)
Grammar, emphasis on gaining rapid comprehension and developing fluency in spoken German. Introduction to reading German. Learning to write German.

211 – Intermediate German (4)
Prerequisites: German 112 or equivalent. Grammar review, concentration on reading for comprehension. Honing of oral skills and writing German.

311 – Introduction to German Literature (4)
Prerequisites: German 211 or equivalent. Emphasizes texts from the nineteenth and twentieth centuries. Close attention will be paid to form, content, motifs, character analysis, and social and cultural background.

317 – German Civilization (4)
Prerequisites: German 311 and 393. Survey of the culture and civilization of the German-speaking areas, with emphasis on Germany.

375 – German Literature: the Enlightenment through Romanticism (4)
Prerequisites: German 311 and 393 or equivalent. Representative authors like Lessing, Goethe, Schiller, Kleist, Novalis, Hoffmann, Brentano, Eichendorff.

376 – German Literature: Post-Romanticism to Turn of the Century (4)

Prerequisites: German 311 and 393. Representative authors like Heine, Buechner, Grillparzer, Droste-Huelshoff, Hebbel, Storm, Keller, Fontane, Hauptmann.

385, 386 – German Literature of the Twentieth Century (4, 4)

Prerequisites: German 311 and 393. Representative authors like Mann, Musil, Kafka, Brecht, Boell, Frisch, Grass, Handke, Aichinger, Wohmann, Bachmann, Wolf, Braun, Kirsch.

393, 394, 395 – Advanced Grammar, Conversation, Composition (4, 4, 4)

Prerequisites: German 211. Intensive written and oral language practice. A vigorous effort is made to expand the student's active vocabulary and help the student develop his or her own style. These courses must be taken in sequence.

485 – Seminar in German (4)

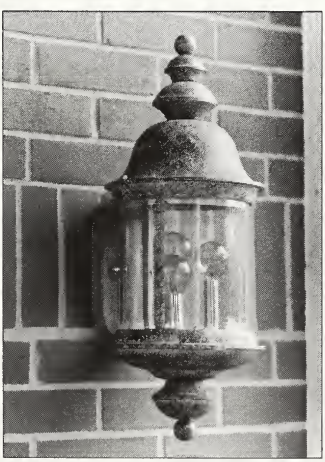
Prerequisites: German 311 and at least one advanced course in German literature. Selected topics in German literature, German cultural studies, or Germanic linguistics.

491, 492 – Individual Study (4, 4)

Prerequisite: Approval of the instructor.

499 – Internship (Credits variable)

Supervised off-campus experience developed in consultation with the department. No credit toward major.



GREEK

Department of Classics, Philosophy, and Religion

James E. Goehring, *Department Chair*
Diane F. Hatch, *Classics Career Advisor*

Faculty

Professor

Diane F. Hatch

Instruction in Greek

The study of ancient Greek is an appropriate complement to any major in the liberal arts, and any student may use Greek to satisfy the College's general education requirement for proficiency in a foreign language.

Greek Course Offerings

131–132 – Elementary Greek (3, 3)

Introduction to the language of ancient Greece. Grammar and composition are stressed, leading to translation of literature.

133, 134 – Intermediate Greek (3, 3)

Prerequisites: Greek 131–132 or equivalent. Review of grammar. Selections from various authors.

351 – Advanced Greek Grammar (1)

A study of the finer points of Greek grammar, with composition in Greek.

451, 452 – Special Studies in Greek Literature (3, 3)

Reading and study of individual Greek authors, genres of literature or of an area of Greek civilization. By permission of the department.

491, 492 – Individual Study in Greek (3, 3)

Individual study under the direction of a member of the staff. By permission of the department.

HEALTH EDUCATION

Department of Health and Physical Education

Edward H. Hegmann, *Department Chair*

Instruction in Health Education

Health Education may be taken as an elective by any student.

Health Education Course Offering

100 – Contemporary Health Issues (3)

Provides up-to-date information about modern health problems confronting people of all ages. Discussion is encouraged to give students the opportunity to share personal experiences, resource materials, and problem-solving techniques. The impact of personal and environmental health problems on society is also covered.

HISTORIC PRESERVATION

Department of Historic Preservation

Gary W. Stanton, *Chair and Career Advisor*

Faculty

Prince B. Woodard Chair and Associate Professor
W. Brown Morton III

Associate Professor
Gary W. Stanton

Assistant Professor
Douglas W. Sanford

Director, Center for Historic Preservation
John N. Pearce

The Historic Preservation Program

Historic Preservation focuses on the maintenance, conservation, and interpretation of historic sites and structures, and on cultural resource management. Historic Preservation provides opportunities for students to gain a deeper and richer understanding of America's cultural and ethnic diversity and the ramifications of technological innovation and social change on the quality of life.

Mary Washington College was one of the first academic institutions in America to establish an undergraduate curriculum in historic preservation and the first to establish an independent Department of Historic Preservation—now the largest undergraduate program of its kind in the nation. The department offers an interdisciplinary major which acquaints students with a broad range of activities, methods, and theoretical perspectives. Students in the program may emphasize historic architecture, architectural conservation, folklore, historical archaeology, material culture, or history museums in their coursework.

Historic Preservation majors explore the theoretical, ethical, and philosophical issues that surround preservation practice. The acquisition of research and analytical skills is stressed and substantial fieldwork, laboratory, or research assignments are woven into most courses. The academic program of the department is strongly enhanced by the research, fieldwork, and public education programs of the MWC Center for Historic Preservation.

The historic preservation program is also enhanced by the location of the College in Fredericksburg, a city with an exceptionally rich history. Intellectual and professional skills are developed through intensive, hands-on involvement in preservation activities in the area, and opportunities exist for similar experiences abroad. Students have published the results of their research in a department journal, *Virginia Sites and Structures*, which is distributed throughout the Commonwealth. Students design and fabricate museum exhibits, carry out historical archaeology projects, and prepare diagnostic reports for local historic sites and structures. Students interact with the local community through the activities of the student-organized Preservation Club.

Special financial assistance is available for historic preservation students through several scholarships, including the Albert J. Bowley Scholarship, the Annie Fleming Smith Scholarship, the Catherine Skinner Leu Scholarship, the Garland Gray Foundation Scholarship, and the Charles S. and Camilla Moody Payne Scholarship. In addition, historic preservation students are eligible for J. Binford Walford Scholarships, awarded to students who plan to pursue careers in architecture.

Requirements for the Major

Thirty-nine (39) credits including Historic Preservation 101, 102, 200, 205, 206, 207, 305, 320, 405, and 491; three credits from among 461, 462, 463, or 464; six credits from among 302, 303, 310, 325, 360, 465S, 468S, and 471.

Historic Preservation 499 is strongly recommended but does not count toward requirements for the major.

Historic Preservation Course Offerings

101 – The American Heritage (3)

Survey of America's architectural, cultural, and historical resources and the historic, social, economic, political, and environmental forces which have shaped them.

102 – Preserving Historic America (3)

Survey of the history of historic preservation and the practice of historic preservation with emphasis on the legislation, policies, and methodologies that form our present national, state, and local preservation system. Should be taken in sequence with Historic Preservation 101.

200 – The History Museum (3)

Survey of the history, philosophy, and management of history museums, including curatorship and public interpretation.

205 – Documentation and Fieldwork (3)

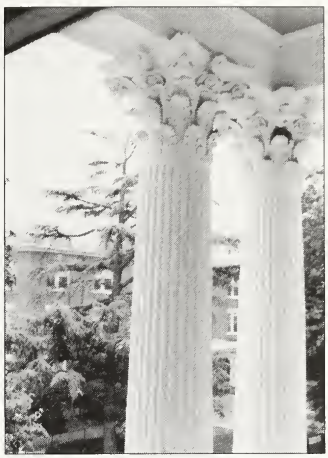
Prerequisite: Historic Preservation 101 and 102 or permission of the chair. Methods of documentation and analysis of historic sites and structures through historical research, measured drawings and photographs.

206 – Introduction to American Folklore (3)

General survey of the forms of folklore found in the United States in the twentieth century along with the methodologies and theoretical perspectives used in the analysis of folk forms.

207 – American Archaeology (3)

The archaeology of North America with special emphasis placed on the methods of historical archaeology and archaeology as a perspective for writing American history.



302 – Preservation Law (3)

Prerequisite: Historic Preservation 102. Examination of the history and development of preservation law in the United States, current legal issues and litigation, and exploration of actual case studies.

303 – Archives and Society (3)

Examination of the theory and practice of archival work, including the paleography, preservation, and cataloging of manuscript collections.

305 – American Building (3)

Prerequisites: Art History 114 and Historic Preservation 205, or permission of the chair. Intensive overview of the evolution of American building from early dwellings and towns to the glass and steel towers that dominate post-modern skylines. Special emphasis is given to building technologies and the development of structural systems.

310 – The Decorative Arts (3)

Survey of the styles and uses of furniture and other decorative arts in America from the 17th century to the present, with emphasis on object research.

320 – American Forms and Values (3)

Prerequisite: History 131 or 132. Interpretation and analysis of artifacts in pre-industrial and modern American landscapes.

325 – Vernacular Architecture in America (3)

Prerequisite: Historic Preservation 205. A seminar in the research models, methods and theoretical approaches used to study commonplace architecture in the United States.

360 – International Preservation (3)

Examination of the origins and programs of major international preservation organizations such as UNESCO, ICOMOS and ICCROM and a survey of preservation practice and projects in countries around the globe.

405 – Survey and Planning (3)

Prerequisite: Geography 221 and Historic Preservation 305. An intensive survey and research-based study of preservation planning, with emphasis on the identification and analysis of sites and structures in their geographical, historical, and socio-economic contexts.

461 – Laboratory in Architectural Conservation (3)

Prerequisite: Historic Preservation 305. Scientific techniques in architectural conservation including monitoring of building materials and their environment, methods of intervention, and analysis of historic paint colors.

462 – Laboratory Methods in Historical Archaeology (3)

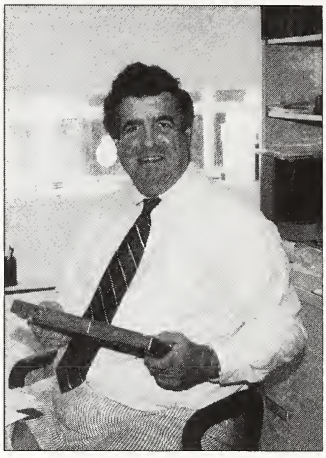
Prerequisite: Historic Preservation 207. Laboratory procedures for the processing, identification, analysis and conservation of artifacts.

463 – Laboratory in Museum Design and Interpretation (3)

Prerequisite: Historic Preservation 200. Intensive examination of the principles of museum exhibit design and interpretation, including aspects of exhibit preparation.

464 – Laboratory in Public Folklore and Cultural Conservation (3)

Prerequisite: Historic Preservation 206. Intensive examination of the philosophy, practice, and ethics of public programs in folk art, folklore, and cultural conservation programs.



465S – Field Methods in Historical Archaeology (6)

Prerequisite: Historic Preservation 207 or permission of the chair. Fieldwork-intensive introduction to the field techniques of recording, documenting, and excavating archaeological sites.

468S – Recording Vernacular Structures (3)

Intensive fieldwork course in methods of recordation, documentation and interpretation of vernacular buildings through field drawings and photography. Summer only.

471 – Special Studies in Historic Preservation (3)

Prerequisite: Historic Preservation 101 and 102 or permission of the chair. Seminar on a topic in historic preservation.

491 – Individual Study in Historic Preservation (3)

Prerequisite: Historic Preservation 305 and permission of the instructor. National Register of Historic Places nomination or research project related to Historic Preservation 461, 462, 463, or 464.

499 – Internship in Historic Preservation (Credits variable)

Prerequisite: Historic Preservation 101, 102, additional course work in Historic Preservation appropriate for the internship, and permission of the instructor. Field experience with a preservation-related institution or group outside the College. Does not meet major requirements.

HISTORY

Department of History and American Studies

Porter R. Blakemore, *Chair*
Bruce R. O'Brien, *Career Advisor*

Faculty

Rector and Visitors Chair and Distinguished Professor

William B. Crawley

Distinguished College Professor

James Farmer

Professors

Roger J. Bourdon
Key S. Ryang
Richard H. Warner

Associate Professors

Porter R. Blakemore
Otho C. Campbell
Claudine L. Ferrell
Arthur L. Tracy

Assistant Professors

Bruce R. O'Brien
Allyson M. Poska

The History Program

The History major focuses primarily on American, European and Far Eastern history. The goal of the History program is to produce graduates able to understand and solve historical problems and capable of independent, critical judgment based on historical knowledge. Graduates might go on to any number of careers, but these qualities of mind are invaluable in all cases. Because the discipline requires the ability to analyze and communicate ideas as well as to retain factual information, it is an ideal preparation for law school, for a business career, for a career in library or archival work, or for journalism or media research.

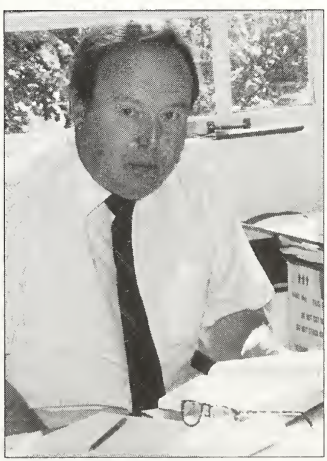
The History curriculum itself, which is widely diversified, has several distinctive features. A series of introductory courses, including the required Western Civilization sequence as well as Asian Civilization and American History, satisfy College General Education requirements. These courses are also appropriate electives for non-majors and may be especially useful for students planning to major in related fields. The History program offers some fifteen 400-level seminars which examine a variety of topics, ranging from American Utopian Communities to Shogun Japan to Nazi Germany. These seminars provide opportunity for extensive student participation in the exchange of ideas. An internship option enhances the program by granting credit for history-related, career-oriented work outside the classroom.

The Honors award in history requires a 3.5 Grade Point Average in the major and superior work in History 485, *Historical Research*, or 486, *Historical Research Abroad*. Final approval for Honors is determined by a departmental Honors Committee.

Phi Alpha Theta, the national history honorary society, enriches the quality of the History program and offers opportunities to participate in social and educational activities.

Requirements for the History Major

Thirty-six (36) credits, to include History 121, 122, 299, 471, and 485 or 486; and twenty-one additional credits in History courses numbered 300 and above. Up to three credits of History 499 may count in the major with advisor approval. Three credits from among American Studies 310, 311, 312, or 313 may also count toward the history major. Although students may elect to focus on a particular geographical area or time period, at least nine credits must be outside the focal area.



History Course Offerings

121 – Western Civilization I (3)

From ancient Near Eastern origins through classical Greece and Rome, the Middle Ages and the Renaissance and Reformation Era to the seventeenth century.

122 – Western Civilization II (3)

From the seventeenth century through the Age of Absolutism, the Enlightenment, and the French Revolution to the era of nationalism and industrialism and the modernism of the twentieth century.

131 – American History to 1865 (3)

The Age of Discovery and the Colonial Era through the American Revolution, nation building, the rise of the party system, slavery, and the Civil War.

132 – American History Since 1865 (3)

Reconstruction, the emergence of industrialism and the development of world power status, through the World Wars and post-1945 trends.

141 – Asian Civilization I (3)

Asian civilization from its origins in India, China, Japan and other societies through 1500 AD. Emphasis is on social, intellectual, and technological change in the development of the culture and history of the area.

142 – Asian Civilization II (3)

Asia in the modern era, 1500 AD to present, the age of Western expansion and penetration and the social, political, economic and intellectual transformation of the nineteenth and twentieth centuries.

200 – Topics in History (3)

Topics, listed in the Schedule of Courses, chosen according to timely interest.

299 – Seminar: Introduction to the Study of History (3)

Prerequisite or corequisite: History 121, 122. A writing- and discussion-intensive study of what history is and what a historian does, focusing on historiography, techniques of research, and writing history.

301, 302 – Diplomatic History of the United States (3, 3)

First semester, analysis of American foreign relations from colonial period to 1860; second semester, 1860 to present.

303 – The American South (3)

Slavery and the plantation system, rise of sectionalism, Civil War and Reconstruction, the era of segregation and the civil rights movement.

304 – The Civil War (3)

Development of Southern nationalism and the Confederacy, emphasis on social, economic and political, as well as military aspects of the War.

305 – The Frontier in American History (3)

Western movement across the continent from colonial beginnings to the present; impact of frontier experience on American attitudes and values.

306 – The Black in American History (3)

Development of racism, the slavery experience, the segregation era, the civil rights movement and the rise of black militancy.

309 – The American Indian (3)

From pre-history to the present, with emphasis on differences among Indians and on interaction between Indians and whites.

311, 312 – History of Virginia (3, 3)

First semester, English origins and colonial developments through the revolutionary era; second semester, Jeffersonian period to the present.

316 – American Legal History (3)

A study of politics, society, and economics through the mirror of law. Covers such issues as property, the family, and the legal profession.

317 – American Constitutional History (3)

Major cases, issues, and questions from the revolutionary period through the twentieth century.

331 – History of Ancient Greece (3)

Survey of Greek history from Mycenae and Homer to the Hellenistic kingdoms; emphasis on primary source criticism.

332 – History of Ancient Rome (3)

Survey from mythic origins of the city to the barbarian invasions; emphasis on primary source criticism.

333 – The Renaissance and Reformation (3)

A survey of the major social, political, religious, and artistic developments of the period 1300–1700.

341, 342 – Europe in the Middle Ages (3, 3)

First semester, conversion of Constantine to the last Viking raids; second semester, Investiture crisis to the Italian Renaissance.

351, 352 – History of the British Isles (3, 3)

First semester, Celtic Britain to the Black Death; second semester, the Peasants' Revolt to Thatcher.

353, 354 – History of France (3, 3)

First semester, Gaul and the Franks to French Revolution and Napoleon; second semester, Restoration Era to deGaulle.

356 – History of Germany (3)

From the mid-nineteenth century to the present, with emphasis on the era of Bismarck, World War I, the Weimar Republic, the Third Reich and the Cold War.

357, 358 – History of Russia (3, 3)

First semester, Kiev, Muscovy and Imperial Russia to 1856; second semester, the last Romanovs, Revolution and Soviet Period.

360 – History of Spain (3)

A survey of the history of Spain and its political, economic, and social evolution from the ancient Iberian civilizations to the present.

361, 362 – History of Latin America (3, 3)

Colonial institutions, the independence movement, development of modern states, the Organization of American States and other international problems.

364 – History of Japan (3)

Social, political, and intellectual development of Japan from the earliest times to the present; emphasis on the rise of Japan to world power.

365, 366 – History of China (3, 3)

Social, political, and intellectual development of China from the earliest times to the present; emphasis on the rise of modern nationalism, Maoist period.

367 – History of Modern Korea (3)

Social, political, and intellectual developments from 1860 to the present.

371, 372 – European Diplomatic History (3, 3)

First semester, development of the modern state system from the Thirty Years War to the middle of the 19th century; second semester, from the unification of Germany through the two World Wars to detente.

375 – Military History (3)

The art of war and its impact on society from the eighteenth century to the present; military developments are analyzed in terms of organization, strategy and technology.

377 – The Second World War, 1939–1945 (3)

An in-depth study of the origins, conduct and consequences of the war, with emphasis on its political, diplomatic, economic, and military aspects.

380 – United States Since 1945 (3)

Emphasis on major issues of the postwar era, including the Cold War, McCarthyism, civil rights movement, Vietnam, black militancy and feminism.

381 – Europe Since 1945 (3)

From the end of the Second World War to the present, with emphasis on the Cold War, national developments, the Common Market, colonial independence movements, and the collapse of the Soviet empire.

382 – Far East Since 1945 (3)

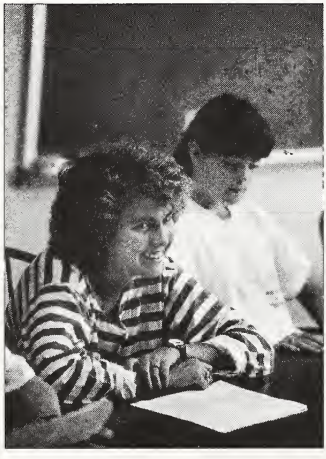
Cultural, social, economic and political developments in modern China, Japan, and Korea, with emphasis on relations of those countries with United States and Russia.

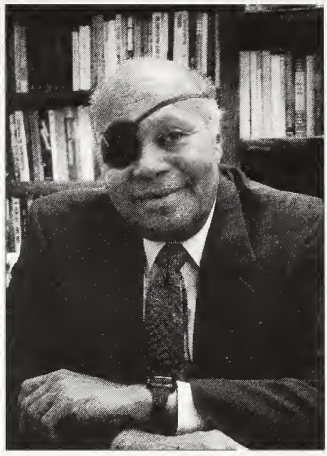
390 – The United States and Vietnam (3)

A political, diplomatic, military, economic, and cultural study of Vietnam and of the United States' role in Indochina.

471 – Special Studies in History (3)

Prerequisite: junior or senior status and History 299 or permission of the instructor. Seminars on topics of particular historical importance. See Schedule of Courses each semester.





485 – Historical Research (3)

Prerequisite: senior status and faculty approval of research topic. Capstone research and writing course involving the in-depth investigation of a subject under close supervision by a member of the department.

486 – Historical Research Abroad (3)

Prerequisite: senior status and faculty approval of research topic. Alternative capstone research and writing course involving the in-depth investigation of a subject in foreign archives under close supervision by a member of the department.

491 – Individual Study (3)

Prerequisite: permission of the instructor. Individual investigation of a subject of historical significance, directed by a member of the department.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department. No more than 3 credits may be counted in the major.

INTERDISCIPLINARY

These courses, designed to illustrate the interrelatedness of human knowledge, are taught by faculty members from several disciplines.

Interdisciplinary Course Offerings

200 – All-College Seminar (3)

This is a writing intensive and discussion intensive course that stresses critical thinking and good writing. It focuses on either the theme of progress or the theme of equality, and it explores the theme in both a historical and contemporary context, using multi-disciplinary texts and videos.

201 – The Creative Process in Art and Literature (3)

Focusing on the universal impulse of human creative expression, this course addresses the connection of memory, observation, and analogical thinking in the generation of fine and literary art. Students learn about conceptualization, technical vehicles, and fluency through experimentation in both visual image-making and creative writing. By being exposed to historical examples of creative individuals and movements, the student develops an understanding of the relationship between creative formulation and the standards for critical judgment. The common spark that ignites inspiration in art and literature becomes the issue in discussions of artists who also write and writers who also make fine art. Team taught.

202 – Introduction to Women's Studies (3)

This course explores questions about sex and gender roles and conceptions of male/female experience. It uses texts and videos from several disciplines, sometimes supplemented by guest lectures. The course is usually offered as writing intensive.

203 – Introduction to Ethnic Studies (3)

This course introduces students to the study of ethnicity in the United States through analysis of the historical experiences of ethnic groups and examination of the origins, nature, dynamics, and complexity of ethnic identification and relations.

275 – Hitler and the Holocaust: Psychology of Evil (3)

This course offers students the chance to learn from a range of textual sources about possibly the most horrendous events in human history. Basic historical and biographical narratives are used to establish the essential events. Then interpretations from psychobiography and psychohistory are studied for possible answers to such questions as these: How did some of the most brilliant minds of a generation become insidiously infected, while others were able to resist? What is there to prevent the same situation from recurring today?

300 – Interdisciplinary Topics (3)

Topics offered under this heading are designed to supplement and enhance the programs of various departmental majors. *Technical Writing, 300A,* is particularly appropriate for students majoring in business, the sciences, and mathematics. It stresses the use of clear, straightforward prose and gives students practice in modes of writing appropriate to their professional interests.

301 – Sport Psychology (3)

Prerequisite: Psychology 100. This course investigates the application of psychological principles to sport and sport performance.

330 – Freud, Feminism, and MSconstructions of Women (3)

Prerequisites: Psychology 100 and sophomore classification. The evolution of Freudian thought and the interplay between it and feminism.

350 – Study Abroad (1–6)

Interdisciplinary study of a selected area abroad, combining lectures, readings, discussion, and experiential learning.

INTERNATIONAL AFFAIRS

Department of Political Science and International Affairs

John M. Kramer, *Chair and Career Advisor*

Faculty

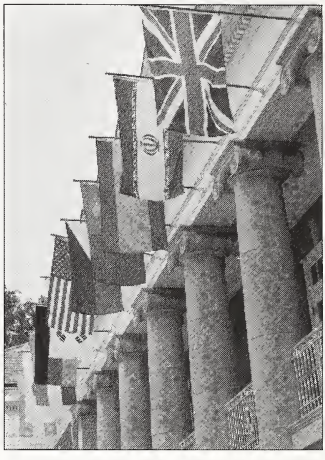
Distinguished Professor

John M. Kramer

The International Affairs Program

The interdisciplinary major program in International Affairs is designed to provide the student with a broad knowledge of the contemporary international system as well as with specific expertise in a given geographic area and/or academic discipline. To this end, the major combines required courses that examine international affairs from a variety of disciplinary perspectives (i.e., economics, geography, history, and political science) with related field courses that permit students to pursue in depth their particular geographical and/or disciplinary interests. Students majoring in International Affairs have ample opportunities to pursue internships with the numerous governmental agencies and private "think tanks" located in Washington, D.C., which focus on different aspects of contemporary international economic, political, and social issues.

Career opportunities for the major in International Affairs range from such traditional areas as work with government or private agencies engaged in research



on foreign policy or intelligence issues to such new and rapidly expanding areas as employment with multinational corporations or international banking institutions.

Requirements for the Major

Thirty-nine (39) credits, to include Political Science 321, 322, 356; Economics 382 or 384; History 372; Geography 321; additional 21 credits to be chosen by student and advisor from the following disciplines: Economics, French, Geography, German, History, Italian, Political Science, Russian, Spanish.

Additional Foreign Language Requirement: Option A—completion of two languages through the intermediate level. Option B—at least six credits in one language at the advanced level.

International Affairs Course Offerings

471 - International Affairs Seminar (3)

Intensive reading and group discussion of selected topics in international affairs.

491 - Individual Study in International Affairs (3)

Directed individual research on approved problems in international affairs.

499 - Internship (Credits variable)

Supervised off-campus experience. Up to 6 credits can be applied to major.

ITALIAN

Department of Modern Foreign Languages

Joanna L. Reynolds, *Chair*
Clavio F. Ascari, *Career Advisor*

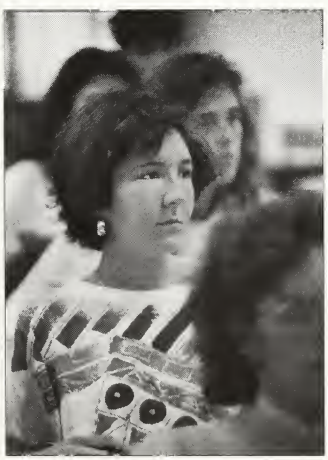
Faculty

Professor
Clavio F. Ascari

The Program in Italian

Through courses in Italian, students gain proficiency in understanding, reading, writing, and speaking this language. Laboratory facilities are used extensively to supplement classroom instruction. Upper-level classes are conducted primarily in Italian. The program is complemented by courses on literature, culture, and civilization, some of which are taught in English, to give students with different backgrounds an opportunity to benefit from these offerings.

Any student may use Italian to satisfy the College's general education requirement for proficiency in a foreign language. A special major in Italian Studies is possible for students who wish to make application. The college has a four week, six credit summer program in Italy in collaboration with the University of Urbino.



Italian Course Offerings

101, 102 – Beginning Italian (3, 3)
Grammar, composition, conversation, reading, laboratory use.

201, 202 – Intermediate Italian (3, 3)
Grammar review, reading, oral work, laboratory use.

291, 292 – Studies in Language (3, 3)
Reading, conversation and composition in Italian with emphasis on communication and analysis of language through lectures and discussions.

300 – Topics in Italian Culture (3)
Important literary works and authors, ideas, movements, and institutions in Italian culture.

316 – Society and Civilization (3)
Literary, social and cultural history of the Italian people from the Renaissance to the 20th century.

373 – Nineteenth Century Literature (3)
Includes Manzoni, Foscolo, Leopardi, D'Annunzio, Verga, Pascoli, Carducci, Nievo.

381, 382 – Modern Italian Literature (3, 3)
From Pirandello to Montale; prose and poetry of Gozzano, Svevo, Ungaretti, Moravia, Carlo Levi, Cardarelli, Palazzeschi, Buzzati, Silone, and others.

383 – Modern Italian Literature (3)
From Pirandello to Montale; prose and poetry of Svevo, Ungaretti, Moravia, Carlo Levi, Buzzati, Silone, Pasolini, Calvino and others.

395 – Italian Literature in Translation, Dante's Divine Comedy *(3)*
Taught in English. A thorough study of the *Divine Comedy* in its historical and cultural background.

396 – Italian Literature in Translation: Masterpieces of the Renaissance (3)
Taught in English. A study of major Renaissance authors. Petrarch, Boccaccio, Cellini, Ariosto, Castiglione, Tasso, Machiavelli, etc.

491, 492 – Individual Study (3, 3)
Intensive study of one or more authors selected by student in consultation with advisor.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department.

LATIN

Department of Classics, Philosophy, and Religion

James E. Goehring, *Chair*
Diane F. Hatch, *Career Advisor*

Faculty

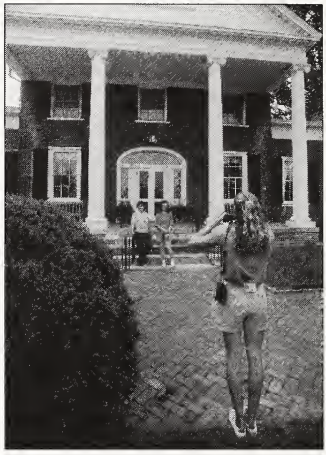
Professor
Diane F. Hatch

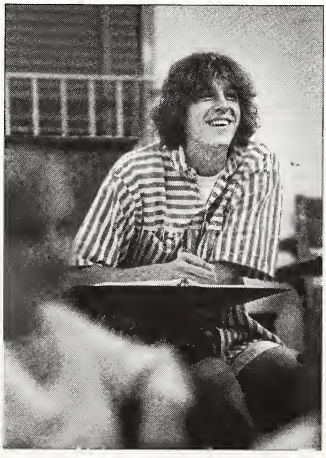
The Program in Latin

The study of Latin is an appropriate complement to any liberal arts major and any student may use Latin to satisfy the College's general education requirement for proficiency in a foreign language. Students wishing to major may choose a concentration in Latin within the Classics major.

Latin majors may take advantage of several special opportunities. The College is a member of the Intercollegiate Center for Classical Studies in Rome, and students who major in Latin may study there; some financial aid is available. Latin majors may also work towards Honors with approval of the department.

While many majors include teacher licensure in their schedule, others combine their concentration in Latin with a second major in a related field such as history, philosophy, religion, English, business or modern foreign languages. With such a background, graduates have a wide range of opportunities after college, including museum work, archaeology, graduate study, teaching, and translating. In recent years, Latin majors have been unusually successful in obtaining high school teaching positions and in gaining admission to graduate and professional schools.





Requirements for Latin Concentration in Classics Major

Thirty-seven (37) credits including Latin 351 and twenty-four additional credits in Latin courses beyond the intermediate level; 12 credits from Art History 114, 310, 311; Classics 201, 202, 203, 205, 211, 310, 380, 451, 452, 491; Classics-Philosophy-Religion 299; English 211, 212, 234, 242; Greek 131, 132, 133, 134; History 331, 332; Italian 395; Linguistics 101; Philosophy 111, 201, 212; Religion 205, 206, 220, 231 (with approval), 306, 341 (with approval).

Latin Course Offerings

111–112 – Elementary Latin (3, 3)

Essentials of Latin grammar and composition; introduction to translating Latin literature.

113, 114 – Intermediate Latin (3, 3)

Prerequisite: Latin 111–112 or two units of secondary school instruction. Continued study of Latin grammar and composition and readings from Latin prose and/or poetry.

211, 212 – Survey of Latin Literature (3, 3)

Prerequisite: Latin 113, 114, or 4 units of secondary school Latin. Survey of Latin literature from earliest inscriptions to the end of secular Roman writing.

301 – Cicero (3)

Readings selected from Cicero's letters, orations, or philosophical works.

302 – Virgil (3)

Readings might include selections from the *Eclogues, Georgics,* or *Aeneid.*

303 – Ovid (3)

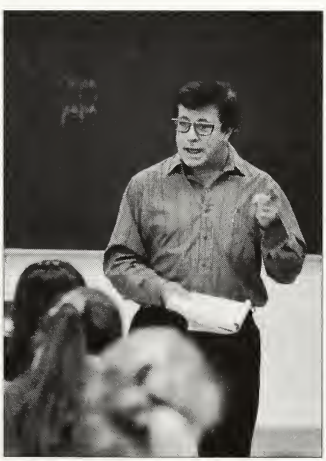
Readings selected from various poems of Ovid.

304 – Livy (3)

Readings selected from the *Ab Urbe Condita.*

351 – Advanced Latin Grammar (1)

A study of the finer points of Latin grammar in depth, with composition in the Latin language. Required of all Latin majors.



401 – Roman Drama (3)

Selected plays of Plautus, Terence, or Seneca.

402 – Lyric and Elegiac Writing (3)

Readings might include selections from Catullus, Horace, Ovid, Propertius, or Tibullus.

403 – Roman Historical Writing (3)

Readings might include selections from Julius Cæsar, Sallust, or Tacitus.

404 – Roman Philosophical Thought (3)

Readings selected from Lucretius and/or Seneca.

405 – Roman Satire (3)

Readings selected from the satires of Horace and/or Juvenal.

451, 452 – Special Studies in Latin Literature (3, 3)

Reading and study of individual Latin authors, genres of literature or of an area of Roman civilization. By permission of the Classics faculty.

491, 492 – Individual Study in Latin (1–3)

Individual study under the direction of a member of the staff. By permission of the Classics faculty.

LIBERAL STUDIES

Meta R. Braymer, *Dean of Graduate and Continuing Education*
Stanley L. Groppel, *Associate Dean of Graduate and Continuing Education*

The Bachelor of Liberal Studies Program

The Bachelor of Liberal Studies degree is offered for men and women 24 years of age and older, who want to complete a baccalaureate degree. Learning acquired through life and work may be converted to college credit, and credit previously earned at other institutions may also apply toward this degree.

The candidate for the Bachelor of Liberal Studies degree works closely with a faculty mentor to develop an individually designed program that incorporates the student's past experience and present goals. Students proceed at their own pace toward completion of the program.

Students who are currently enrolled in the BA/BS degree program (or have been enrolled during the past calendar year) and who have completed more than thirty-one credits at Mary Washington College may not enroll in the B.L.S. program.

B.L.S. Degree Requirements

The Bachelor of Liberal Studies degree requires 120 semester hours, distributed in three categories: general education, electives, and core area. The student must demonstrate competence in English and earn at least thirty credits in graded classroom courses. At least thirty credits must be taken at Mary Washington College after admission to the program.

An orientation seminar (B.L.S. 100) is available to assist students with their re-entry into college. The Portfolio Development course (B.L.S. 101) will assist students in developing portfolios that document learning gained through life and work experience for possible conversion to academic credit.

Bachelor of Liberal Studies Courses

100 – Orientation (1)
An introduction to the B.L.S. program, study skills, time management, and library use. Open only to B.L.S. students.

101 – Portfolio Development (1)
Techniques for identifying, defining, and presenting experiential learning for assessment.. Open only to B.L.S. students.

LIBRARY SCIENCE

Faculty

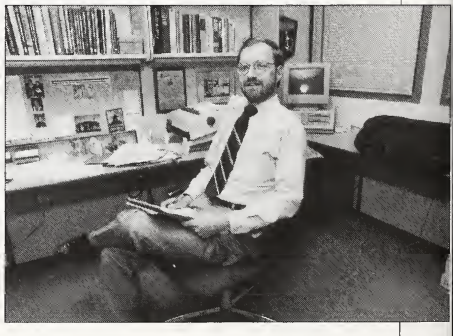
LeRoy S. Strohl, III, *Library Director*
James E. Bales, *Reference and Humanities Liaison*
Karen A. Duffy, *Reference and Social Sciences Liaison*
Karen Hartman, *Reference and Natural Sciences & Business Liaison*
Rebecca Elswick, *Collection Development*
Charles D. Balthis, *Cataloger*
Bob Grattan, *Systems*
Brenda D. Sloan, *Special Collections*

Library Science Instructional Program

Convinced that the library is an integral part of the College's educational program, the library faculty offer a wide variety of services to develop students' competence in library use and their understanding of the increasingly complex world of information. These programs include assistance to classes on research projects; classroom instruction in the use of automated information retrieval systems; specialized departmental instruction; regular instruction of basic library skills; and individual patron assistance. To help students use resources effectively, the library staff produces a number of subject-related research guides and a library handbook that is used in English 101.

Library Science Course Offerings

101 – Library Resources and Their Use (1)
Introduction to college library resources with emphasis on techniques of research. Students learn how to develop systematic methods of research via lectures, computer demonstrations, class assignments and a term project.



LINGUISTICS

Department of English, Linguistics, and Speech

Richard E. Hansen, *Chair*
Judith A. Parker, *Career Advisor*

Faculty

Assistant Professors
Christina Kakavá
Judith A. Parker

Instruction in Linguistics

Courses in linguistics offer the student an understanding of the fundamental structure of language and how we use it in different forms of communication, from conversation to literature. Linguistics courses are a valuable complement to any major that deals with language, literature, the human mind and cognition, sociology, or education.

Linguistics Course Offerings

101 – Introduction to General Linguistics (3)
Introduction to fresh perspectives on linguistics theory and such topics as language stereotyping, dialects, animal communication, child language acquisition, and dyslexia.

202 – Cross-Cultural Communication (3)
This course explores the dynamic interaction of language and culture across cultures. Topics will include conversational style, miscommunication, silence, indirectness and politeness, and conflict and argument in cross-cultural communication settings involving both western and non-western languages and cultures.

251 – Issues in Linguistics (3)
Significant topics in linguistics. Specific topics vary.

301 – Introduction to Psycholinguistics (3)
Prerequisite: Linguistics 101. An introduction to the mental and biological structures and processes that enable human beings to communicate using language. Topics within psycholinguistics include the biological evolution of language, child language acquisition, linguistically disordered populations such as the deaf and aphasics, reading disability and on-line lexical and sentence processing.

302 – Introduction to Sociolinguistics and Anthropological Linguistics (3)
Prerequisite: Linguistics 101. Study of the intersection between language and social factors including class, gender, region, and culture.

305 – Linguistics and Text (3)
Prerequisite: Linguistics 101. The application of linguistic methods and theories to the analysis of texts in English.

375 – Special Studies (3)
Prerequisite: Linguistics 101 or permission of instructor. Studies of significant topics in linguistics. Consult schedule of courses for specific topic.

470 – Seminar in Linguistics (3)
Prerequisite: Linguistics 101 and a 300-level linguistics course, or permission of the instructor. Advanced work in selected topics in linguistics.

491, 492 – Individual Study in Linguistics (3)
Individual study under the guidance of a member of the staff. By permission of the department.

MATHEMATICS

Department of Mathematics

Stephen L. Lipscomb, *Chair*
Janusz Konieczny, *Career Advisor*

Faculty

Professor

Stephen L. Lipscomb

Associate Professors

Manning G. Collier
J. Larry Lehman
Marie P. Sheckels

Assistant Professors

Yuan-Jen Chiang
Debra L. Hydorn
Janusz Konieczny
Suzanne Sumner

Senior Lecturers

Patricia M. Dean
Betty P. Durrer

The Mathematics Program

Basically, there are four interwoven areas of mathematics: algebra, analysis, topology (modern geometry), and discrete mathematics (mathematics of computer science), and the specialties of the faculty cover all four of these areas. With this spectrum of faculty knowledge, the student is afforded an opportunity to learn the contemporary view of mathematics. Inside the classroom, student comprehension is the main concern of the faculty. Outside the classroom, the faculty provides regular office hours for personal instruction.

Cutting across the four areas, the courses in mathematics vary from the theoretical to the applied. Thus, a major in mathematics can be a foundation for a career in industry, government, teaching or the pursuit of a higher degree in graduate school. The department faculty encourages double majors, giving students entrance to a wide variety of fields upon graduation.

Mary Washington College hosts a chapter of Pi Mu Epsilon, a national honorary mathematics fraternity, and a chapter of the Mathematical Association of America. The Oscar Schultz Award in Mathematics is offered to a junior or senior in the department.

Qualified mathematics majors having at least a 3.5 GPA in mathematics courses and an overall GPA of at least 3.0 may graduate with Honors in Mathematics by completing a directed study which culminates in an approved Honors thesis. Senior majors who anticipate seeking Honors must write a proposal with the aid of a faculty advisor and present it to the department for approval.

Requirements for the Major

A total of thirty-six (36) credits are required. Twenty-seven credits must be from mathematics courses at the 300- or 400-level (except 499) and must include Mathematics 325, 431, 441, 471, 472 and either 432 or 442. The additional nine credits may be from any of the following: any mathematics course numbered above 207 except 499; any computer science course numbered 220 or above, except 499; any physics course above 104, except 499; Philosophy 306.

Mathematics Course Offerings

105–Concepts in Elementary Mathematics (3)

Prerequisite or corequisite: Education 200. This course examines at an advanced level mathematics topics taught in the elementary grades, including sets, computation with real numbers, number theory, statistics, probability, measurement, and geometry. Designed only for those students who are certifying to teach in the elementary grades.

110–Finite Mathematics with Applications (3)

Includes topics such as sets, logic, probability, statistics, games, computing, matrices, graphs, counting, and linear programming. Designed for the non-major.

111 – Precalculus (3)

Emphasis on elementary functions including rational, exponential, logarithmic and trigonometric functions. Designed for students who intend to take calculus.

121 – Calculus I (3)

First course in calculus. Includes functions, limits, derivatives, and applications. May include some proofs.

122 – Calculus II (3)

Prerequisite: Mathematics 121. Includes antiderivatives, definite integrals and their applications, the fundamental theorem of calculus, derivatives and integrals of inverse functions, and techniques of integration. Prospective majors should complete this course before the fall of their sophomore year.

125 – Introduction to Discrete Structures (3)

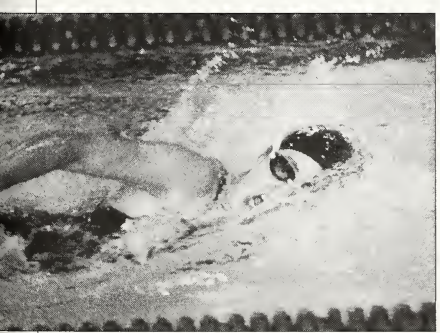
An introduction to topics which may include logic, methods of proof, counting techniques, mathematical induction, relations, functions, and sets. Prospective mathematics majors should take this course during their freshman year. Also listed as Computer Science 125.

200 – Introduction to Statistics (3)

First course in statistical methods. Includes descriptive and inferential techniques with examples from diverse fields. Topics vary with instructor and may also include regression analysis, ANOVA, and computer applications.

207 – History of Mathematics (3)

Prerequisite: Mathematics 122 or permission of the instructor. A concise survey of the historical development of mathematical ideas. Readings on the lives and impact of preeminent mathematicians form the survey's framework. Topics will vary with instructor.



223 – Calculus III (3)

Prerequisite: Mathematics 122. Includes parametric equations, polar coordinates, improper integrals, l'Hôpital's rule, sequences, and infinite series.

224 – Calculus IV (3)

Corequisite: Mathematics 223. Includes vectors in two- and three-dimensional space, vector-valued functions, functions of several variables, partial derivatives, multiple integrals, and line integrals.

300 – Linear Algebra (3)

Prerequisite: Mathematics 122. An introduction to linear algebra. Usually includes matrix algebra, systems of equations, vector spaces, inner product spaces, linear transformations, and eigenspaces. (Mathematics majors should take this course concurrently with Mathematics 223.)

312 – Differential Equations (3)

Prerequisite: Mathematics 122. Ordinary differential equations which may include Laplace transformations, linear differential equations, applications, approximations, and linear systems equations.

315 – Advanced Calculus (3)

Prerequisite: Mathematics 223. Topics vary at the discretion of the instructor but include the implicit and inverse function theorems.

321 – Number Theory (3)

Prerequisite: Mathematics 122 or permission of instructor. An elementary, theoretical study of the properties of the integers.

325 – Discrete Structures (3)

Prerequisite: Mathematics 125. Includes topics such as discrete probability, graphs, recurrence relations, topics from number theory, semigroups, formal languages and grammars, finite automata, and Turing machines.

351, 352 – Numerical Analysis (3, 3)

Prerequisites: Mathematics 300, 312, and Computer Science 220. Numerical methods applied to solutions of equations, interpolation, differentiation, integration, and solutions of differential equations. Only in sequence.

372 – Non-Euclidean Geometry (3)

Prerequisite: Mathematics 300. Axiomatic development of non-Euclidean geometry.

381, 382 – Probability and Statistical Inference (3, 3)

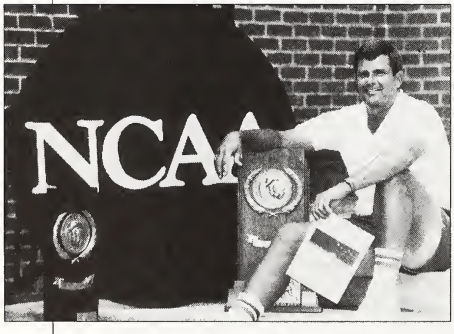
Prerequisite: Mathematics 223. An introduction to probability theory and theoretical statistics including probability distributions of discrete and continuous random variables, functions of random variables, methods of estimation, multivariable probability distributions, and hypothesis testing. Only in sequence.

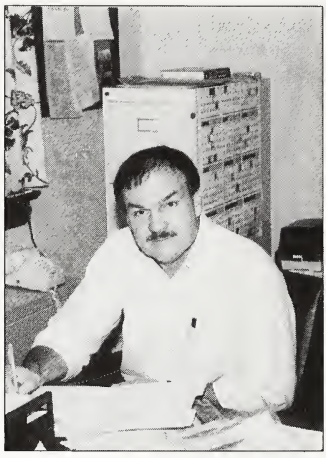
412 – Complex Variables (3)

Prerequisite: Mathematics 471. Analytic functions, Cauchy-Riemann conditions, integration, power series, calculus of residues, conformal mappings and applications. (Highly recommended for students planning on graduate school.)

431, 432 – Abstract Algebra (3, 3)

Prerequisite: Mathematics 300 or permission of instructor. Mathematical systems including groups, rings, fields and vector spaces. Only in sequence.





441, 442 – Topology (3, 3)

Prerequisite: Mathematics 300 or 325 or permission of instructor; 431 is also a prerequisite for 442. Includes topics from point-set topology (connectedness, compactness, and continuity) and combinatorial/algebraic topology (simplicial complexes, homotopy, and homology). Only in sequence.

461 – Topics in Mathematics (3)

Prerequisite: Permission of instructor. Topics such as advanced topology, partial differential equations, optimization, Fourier series, advanced complex variables, ring theory, and modelling. May be taken up to three times for credit.

471, 472 – Real Analysis (3, 3)

Prerequisite: Mathematics 300. Corequisite: Mathematics 223. A rigorous, real analysis approach to the theory of calculus. Only in sequence.

491, 492 – Directed Study (1-3, 1-3)

Prerequisite: Departmental permission. Individual study beyond the scope of normal course offerings, done under the direction of a faculty member. May lead to graduation with Honors in Mathematics.

499 – Internship (credits variable)

Supervised off-campus experience, developed in consultation with the department. Does not count in the major program.

MODERN FOREIGN LANGUAGES

Department of Modern Foreign Languages

Joanna L. Reynolds, *Chair*
Jean-Marc Braem, *Career Advisor–French*
Marie A. Wellington, *Career Advisor–French*
Sammy R. Merrill, *Career Advisor–German*
Clavio F. Ascari, *Career Advisor–Italian*
Valentina Baslyk, *Career Advisor–Russian*
Joanna L. Reynolds, *Career Advisor–Spanish*

Faculty

Professors

Clavio F. Ascari, *Italian*
Sammy R. Merrill, *German*
Aniano Peña, *Spanish*

Associate Professors

Norma W. Batchelder, *Spanish*
Vera Niebuhr, *German*
Joanna L. Reynolds, *Spanish*
Marie A. Wellington, *French*

Assistant Professors

Valentina Baslyk, *Russian*
Jean-Marc Braem, *French*
Ana G. Chichester, *Spanish*
Leonard R. Koos, *French*
Andrea R. Purdy, *Spanish*

Programs in Modern Foreign Languages

Through courses in French, German, Italian, Russian, and Spanish, the department offers students the opportunity to gain proficiency in understanding, reading, writing, and speaking one or more foreign languages. Laboratory facilities are used extensively to supplement classroom instruction.

Upper-level classes are conducted primarily in the foreign language. Through classroom instruction, individual research, and work in department-sponsored language clubs, students come to know the culture of the people whose language they study. Through internships, students work directly in language-related professions.

Within the major in Modern Foreign Languages, the department offers concentrations in French, German, and Spanish. Students may also request special majors in Italian and in Russian Studies. Double majors in a foreign language and another discipline are possible. Non-majors may also take advantage of the language program.

The department provides students an opportunity to reside in small campus residence halls in which the foreign language is spoken and which sponsor various inter-cultural programs each year. Currently each language house has as its resident program director a native speaker of that foreign language. The French section runs an exchange program with the University of Valenciennes which allows a senior French major to teach in France for a year.

The department cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill department requirements.

Graduates in Modern Foreign Languages may pursue careers in government or in private fields in which the knowledge of a foreign language and culture is essential, including interpreting, translating, research, social services, education, or international business.

Course Offerings

Modern Foreign Language courses are listed separately under a heading for each language. See:

French
German
Italian
Russian
Spanish

MUSIC

Department of Music

James E. Baker, *Chair*
Patricia P. Norwood, *Career Advisor*

Faculty

Distinguished Professor
James E. Baker

Professors
Bernard C. Lemoine
David J. Long
Patricia P. Norwood

Associate Professor
Martha V. Fickett

Assistant Professor
Stephen J. Burton

The Program in Music

The Department of Music offers courses for both the music major and for students whose primary interests are in other disciplines but for whom music is also a vital force in their lives. Required courses in the music major are presented sequentially and are available to the non-music major if taken in sequence.

The major program in music includes intensive study in both the academic and performance areas of music. As in all liberal arts programs, the emphasis is on broad coverage rather than specialization, although specialization is possible through careful selection of elective courses, independent study projects, and intern programs. Music majors are prepared for further study at the graduate level as well as for careers in the performing arts or public school teaching. Many work in non-musical professions for which the study of music is nonetheless considered valuable. Others consider the serious study of music as an intellectual pursuit for personal enrichment.

To support its course offerings the department houses a music listening and resource center, an electronic music laboratory, a class piano laboratory, and practice and rehearsal facilities. The music building includes a recital hall for solo and small ensemble performance, while performances of large ensembles are held in the College's main auditorium. Computers and other electronic technology are also used to assist in music instruction.

The department sponsors chapters of Mu Phi Epsilon, the international professional music fraternity, and the Music Educators National Conference.

The Music Department is an accredited member of the National Association of Schools of Music.

Public musical performances are presented throughout the academic year. Students and faculty appear in general recitals, senior and faculty recitals, and perform with the College-Community Symphony Orchestra, the MWC Chorus, the MWC Singers, the Fredericksburg Singers, the MWC Jazz Ensemble, the Old World Consort, and in various other vocal and/or instrumental settings. The department and the College sponsor visiting performers and lecturers in recitals, concerts and master-classes.

The Music Department offers a number of performance experiences in both vocal, instrumental and keyboard music that are not for credit. These experiences, some on a regular basis and others occasionally, range from trio to larger settings. Music of the great composers, popular music, music before 1600, and experimental music are explored.

Advanced performers are offered individual lessons regardless of major discipline based upon a placement audition. The music department expects students auditioning for private study to demonstrate technical facility, rhythmic precision, acceptable tone quality, accurate intonation, and the ability to read at sight. Private Instruction is with either members of the full-time music faculty or with adjunct instructors who are active in teaching and performing.

A maximum of 12 credits in individual instruction and 10 credits in performing ensemble is allowed toward the degree. Students are cautioned to balance their total program before exceeding the stated limit.

Students planning to major in Music should take Music Theory 181 (*Music Theory I*) and 285 (*Skill Development I*) in their first semester. Students should also audition for private study in instrument or voice and a musical ensemble in the performance area.

Requirements for the Music Major

Forty (40) credits in Music including Music Theory 181, 281, 285, 286, 381, 382, 385, 386, 481, and 490; Music History and Literature 275, 376, and 377; plus nine more credits in Music courses above the 100-level (Performance requirements may be included).

Additional Major Requirements: All music majors are required to study in their major performance area for a minimum of 4 semesters. Majors must also participate for 4 semesters in a performing ensemble or performing assignment sponsored by the music department. All students who study privately are expected to demonstrate consistent progress beyond the ability level exhibited when they entered the College. Progress is monitored by the music faculty jury examination of student performance. The music department expects that those who study privately will attend monthly department recitals. Student progress in all music areas is evaluated through an outcomes assessment program whereby a portfolio of both written examples and recorded examples is compiled for each student with a final progress assessment by the music faculty at the exit level.

Music History and Literature Courses

155 – Introduction to Music (3)

The development of aural perception of music through examples of symphonic, choral, operatic, chamber, instrumental, vocal, and keyboard works presented historically. A foundational experience for the non-major.

251 – Music in Concert (1)

An application of evaluative techniques and formal concert reporting using available live-performance experiences. May be repeated once for credit. Writing intensive.

261 – Topics in Vocal Music (3)

Exploration of specific topics chiefly in the vocal idiom. Topics vary. Either a genre study within an era or over several eras, or an examination of works of a similar style and/or different styles within an era or over several eras, or special emphasis on a composer or group of composers within an era or over several eras. Topics include "Requium Mass," "Choral Literature," "History of American Music," "Non-Western Music," "Women in Opera."

262 – Topics in Instrumental Music (3)

Exploration of specific topics chiefly in the instrumental idiom. Topics vary. Either a genre study within an era or over several eras, or an examination of works of a similar style and/or different styles within an era or over several eras, or special emphasis on a composer or group of composers within an era or over several eras. Topics include "Mozart," "Beethoven," "20th Century Music," "History of Musical Instruments," "Symphony," "Concerto," "Piano Literature."

275 – Music History I (3)

Prerequisite: Music Theory 281 or permission of instructor. A study of music history from its beginnings through the early Baroque era. Emphasis is on analysis of examples from the major genre of the period and on research techniques.

368 – History of Jazz (3)

The development of jazz, ragtime, blues, dixieland, boogie-woogie, and later styles which evolved in the idiom.

376 – Music History II (3)

Prerequisite: Music History and Literature 275 or permission of instructor. A study of music history from the middle of the 17th century through the time of Beethoven. Emphasis is on analysis of examples from the major genre of the period and on research techniques.

377 – Music History III (3)

Prerequisite: Music History and Literature 376 or permission of instructor. A study of music history from the early romantic era to the present time. Emphasis is on analysis of examples from the major genre of the period and on research techniques.

491, 492 – Individual Study (1–3)

Individual study is under the direction of a Music Department faculty member. Details may be obtained from the chair. A project is required. By permission of the department.

499 – Internship (1-3)

Supervised off-campus experiences, developed in consultation with the Department of Music, the off-campus agency, and the College's Internship Committee. By permission only.

Music Theory Course Offerings

181 – Music Theory I (3)

Introduction to Music Theory. Basic music vocabulary and sound resources explained. Modes, scales, clefs, intervals, notation, acoustics conceptually presented with musical examples.

281 – Music Theory II (3)

Prerequisite: Music Theory 181 or equivalent. Pre-Baroque Music Theory. Principles of counterpoint, 16th century polyphony, evolution of functional harmony and emphasis on the motet and early chorale writing. Analysis emphasized.

285 – Skill Development I (1)

Development and application of monophonic aural and written skills. Includes sight-singing, dictation, keyboard experiences, basic conducting, and improvosation techniques. A companion course to Music Theory 181, and must be taken by music majors with that course.

286 – Skill Development II (1)

Prerequisite: Music Theory 285. Development and application of two and three-part aural and written skills. Includes sight-singing, dictation, keyboard experiences, basic conducting, and improvosation techniques. A companion course to Music Theory 281, and must be taken by music majors with that course.

369 – Orchestration (3)

Prerequisite or corequisite: Music Theory 382. The techniques of instrumental scoring considered historically and creatively.

370 – Introduction to Electronic Music (3)

Prerequisite: Music Theory 181 or permission of instructor. Emphasis on historical developments, current status, physical concepts, language and compositional techniques as they apply to synthesized music. Project required.

381 – Music Theory III (3)

Prerequisite: Music Theory 281 or equivalent. Baroque Music Theory. Explores major-minor tonality, figured bass, 7th chords, cadence formulae, modulations and progressions as exemplified in period pieces. Analysis emphasized.

382 – Music Theory IV (3)

Prerequisite: Music Theory 381 or equivalent. Classical Music Theory. Harmonic syntax and structure of the Post-Baroque; includes altered chords, disintegration of tonality and advanced chromaticism. Analysis emphasized.

385 – Skill Development III (1)

Prerequisite: Music Theory 286. Development and application of three- and four-part aural and written skills. Includes sight-singing, dictation, keyboard experiences, basic conducting, and improvisational techniques. A companion course to Music Theory 381, and must be taken by music majors with that course.

386 – Skill Development IV (1)

Prerequisite: Music Theory 385. Continuing development and application of aural and written skills. Includes sight-singing and dictation. Keyboard experiences are emphasized, as well as basic conducting and improvisational techniques. A companion course to Music Theory 381, and must be taken by music majors with that course.

481 – Music Theory V (3)

Prerequisite: Music Theory 382 or equivalent. Contemporary Music Theory. Analysis of melodic, rhythmic and harmonic concepts from examples of twentieth century music, both tonal and atonal, are established and applied through the level of analysis.

483 – Music Composition (3)

Prerequisite or corequisite: Music Theory 481. A study of compositional techniques focusing on selected style periods, featuring both large and small models. A creative project is required.

490 – Music History-Theory Seminar (3)

Prerequisite or corequisite: Music Theory 481, Music History and Literature 377. Analysis from an historical and theoretical perspective. Team-taught. Writing intensive.

Music Performance Course Offerings

201, 202 – Class Voice I, II (1, 1)

Class instruction through the intermediate performance level. Emphasis on the fundamentals of vocal technique through performance. Foundational experience appropriate for continued private voice study. Audition required for placement.

205, 206, 207 – Class Piano I, II, III, (1, 1, 1)

Class instruction for beginners through the intermediate level. 205 and 206 deal with fundamental performance techniques. The ability to read music is anticipated. 207 emphasizes musical expression and preparation for private piano study. Audition required for placement.

225 – Class Percussion (1)

Beginning group study in performance techniques of percussion instruments. Recommended for music majors seeking teaching certification in the instrumental area and for students interested in composition.

301 – Voice (1)

Prerequisite: placement audition. One half-hour lesson per week.

305 – Piano (1)

Prerequisite: placement audition. One half-hour lesson per week.

309 – Harp (1)

Prerequisite: placement audition. One half-hour lesson per week.

310 – Organ (1)

Prerequisite: placement audition. One half-hour lesson per week.

311 – Flute (1)

Prerequisite: placement audition. One half-hour lesson per week.

312 – Oboe (1)

Prerequisite: placement audition. One half-hour lesson per week.

313 – Clarinet (1)

Prerequisite: placement audition. One half-hour lesson per week.

314 – Bassoon (1)

Prerequisite: placement audition. One half-hour lesson per week.

315 – Saxophone (1)

Prerequisite: placement audition. One half-hour lesson per week.

321 – French Horn (1)

Prerequisite: placement audition. One half-hour lesson per week.

322 – Trumpet (1)

Prerequisite: placement audition. One half-hour lesson per week.

323 – Trombone/Baritone (1)

Prerequisite: placement audition. One half-hour lesson per week.

324 – Tuba (1)

Prerequisite: placement audition. One half-hour lesson per week.

325 – Percussion (1)

Prerequisite: placement audition. One half-hour lesson per week.

331 – Violin (1)

Prerequisite: placement audition. One half-hour lesson per week.

332 – Viola (1)

Prerequisite: placement audition. One half-hour lesson per week.

333 – Cello (1)

Prerequisite: placement audition. One half-hour lesson per week.

334 – Contrabass (1)

Prerequisite: placement audition. One half-hour lesson per week.

335 – Guitar (1)

Prerequisite: placement audition. One half-hour lesson per week.

341 – Chorus: MWC Chorus (1)

Opportunity to study and perform selected repertoire representative of all periods of music. Treble voices. Open by audition.

341 – Chorus: Fredericksburg Singers (1)

Opportunity to study and perform selected repertoire representative of all periods of music. Mixed voices. Open by audition. A co-operative venture with local community musicians.

341 – Chorus: MWC Singers (1)

Opportunity to perform music of the Broadway stage combining singing, dancing, and theatrics. Open by audition.

342 – Orchestra (1)

Opportunity to study and perform selected repertoire representative of the literature written for orchestra. Open by audition. A co-operative venture with local community musicians.

344 – Instrumental Ensemble (1)

Instrumental performance experience for students with an interest in small group participation and in full jazz band ensemble. Open by audition.

347 – Choral Conducting (3)

Prerequisite or corequisite: Music Theory 381, 385. The principles and techniques of instrumental conducting, including score reading, score analysis and program planning.

348 – Instrumental Conducting (3)

Prerequisite or corequisite: Music Theory 381, 385. The principles and techniques of instrumental conducting, including score reading, score analysis and program planning.

401 – Voice (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

405 – Piano (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

409 – Harp (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

410 – Organ (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

411 – Flute (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

412 – Oboe (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

413 – Clarinet (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

414 – Bassoon (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

415 – Saxophone (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

421 – French Horn (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

422 – Trumpet (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

423 – Trombone/Baritone (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

424 – Tuba (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

425 – Percussion (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

432 – Violin (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

432 – Viola (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

433 – Cello (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

434 – Contrabass (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

435 – Guitar (2)

Prerequisite: permission of the department chair. One hour lesson or two half-hour lessons per week.

Music Education Course Offerings

359 – Music for the Elementary Classroom Teacher (3)

The objectives and processes of teaching music in the elementary schools with emphasis on music reading, conceptual learning and teacher competencies. For the non-music major.

Music Education Licensure

Music majors seeking public school teaching licensure in music must obtain a complete outline of requirements for either the "Choral/Vocal," "Band," or "Strings" license from the Department of Music in their first semester of attendance at the College. A licensure manual for music majors is available from the Music Department Chairperson. Additionally, concurrent contact must be made with the College's Department of Education registering the intent to seek licensure there as well.

PHILOSOPHY

Department of Classics, Philosophy, and Religion

James E. Goehring, *Chair*
Craig R. Vasey, *Career Advisor*

Faculty

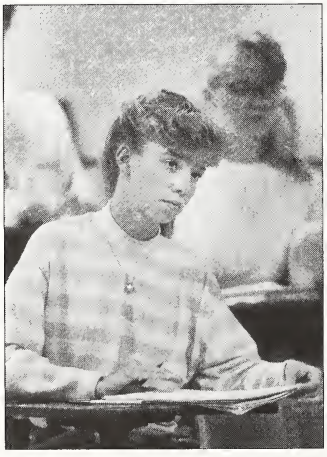
Associate Professor
Craig R. Vasey

Assistant Professors
David Ambuel
Mehdi Aminrazavi
Debra Nails

The Philosophy Program

The discipline of philosophy has been shaped by an intellectual and historical tradition that began some 2500 years ago in Greek culture. "Philosophy" literally means "love of wisdom." It is the systematic study of ideas and issues, a reasoned pursuit of fundamental truths, a quest for a comprehensive understanding of the world, a study of principles of conduct, and much more.

The problems and materials of philosophy are drawn from every aspect of our lives and experience, and its deliberations extend to every subject admitting of disciplined reflection. Students majoring in philosophy will develop knowledge of the history and current state of Western philosophy, a grasp of representative philosophical issues and ways of dealing with them, a capacity to apply philosophical methods



to intellectual problems, and a sense of how philosophy bears on other disciplines and on human life more generally. A philosophy major develops a critical mind, a balance of analytic and interpretive abilities, and a capacity for the imaginative development of abstract formulations and their concrete applications. These virtues make philosophy especially good preparation for responsible citizenship and positions of leadership.

Philosophy Major Requirements

Thirty (30) credits including Philosophy 201, 202; six credits from 301, 302, 303; eighteen additional credits in Philosophy courses, six of which must be at the 300- or 400-level. The following courses may substitute for up to six credits of lower-level Philosophy: Classics 211, Classics-Philosophy-Religion 299, History 316, Interdisciplinary Studies 202, Latin 404, Philosophy/Biology 250, Political Science 422 or 441, Religion 306, 314, 317, 331 (by permission of the department), or 341 (by permission of the department).

Philosophy Course Offerings

101 – Philosophical Questioning (3)
Historical introduction to the basic questions and issues of Western Philosophy.

111 – Morals and Society (3)

An introduction to philosophical ethics and political philosophy. Readings from Plato, Kant and Mill.

151 – Introduction to Logic (3)

Ancient and modern methods of distinguishing good arguments from bad ones.

201 – Ancient Greek Philosophy (3)

Selected works by ancient Greek philosophers, including the presocratics, Plato, and Aristotle.

202 – Early Modern Philosophy (3)

Rationalism and Empiricism. Selected works by such modern philosophers as Descartes, Spinoza, Locke, and Berkeley.

211 – Ethical Studies (3)

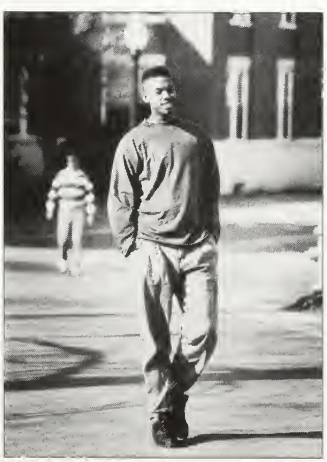
The status and justification of moral judgments, and the reasons behind disagreements in moral issues.

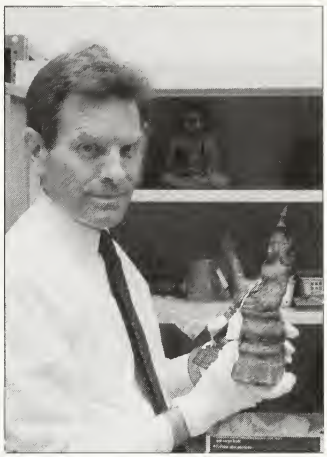
212 – Aesthetics (3)

The place of art and experiences of art in the history of the western world. Examination of various attempts to validate norms of taste and criticism.

220 – Introduction to Feminism (3)

Introduction to feminism as a philosophical movement of the 20th century. Study of historical predecessors (Mill, Marx, deBeauvoir), the dominant theoretical orientations (liberal, radical, psychoanalytic, standpoint, postmodern), and implications of this movement for philosophy and other disciplines.





244 – Philosophy of Science (3)

An examination of the philosophical issues raised and illustrated in both scientific theory and practice.

250 – Bioethics (3)

Prerequisite: Biology 121, 122 or permission of the instructor. Selected topics considered from the standpoint of their biological consequences or ethical implications (same as Biology 250).

301 – Medieval Philosophy (3)

A survey of philosophical thought from St. Augustine to William of Ockham.

302 – Hume and Kant (3)

Prerequisite: Philosophy 202. A study of the major works and influence of Hume and Kant.

303 – Hegel, Marx and Nietzsche (3)

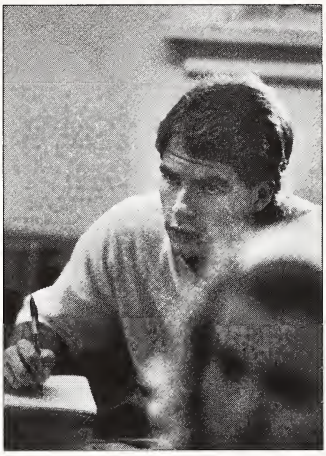
A study of European philosophical movements of the 19th century.

304 – American Philosophy (3)

Consideration of the contributions of American philosophers to the study of philosophy, with specific emphasis on the pragmatic theories of James, Peirce, Dewey, and Rorty.

305 – Contemporary Philosophy (3)

Selected works of philosophers of very recent times, usually with readings centered in the works of two or three such figures. The relation of contemporary philosophical problems to their historical development is emphasized.



306 – Advanced Logic (3)

Prerequisite: Philosophy 151 or six credits in mathematics. Theory of formal systems; applied criteria of consistency, completeness and quantification; other topics in symbolic logic.

310 – Plato (3)

Prerequisite: Philosophy 201. Close study of selected works by Plato and scholarship on Plato.

311 – Aristotle (3)

Prerequisite: Philosophy 201. Close study of selected works by Aristotle and scholarship on Aristotle.

318 – Philosophy of Religion (3)

Philosophical examination of such topics as the relationship between faith and reason, the existence and non-existence of god, life after death, mysticism, and miracles. Cross-listed as Religion 318.

320 – Philosophical Problems of Law (3)

Exploration of moral, social and psychological issues that lie behind current legal debates and policies.

342 – Phenomenology (3)

The basic concepts and arguments of both transcendental and existential phenomenology, from the central works of Husserl and Heidegger.

343 – Existentialism (3)

Critical study of major works by Heidegger, de Beauvoir and Sartre.

350 – Feminist Theory and Philosophy (3)

Survey of several important schools of feminist thought, their roots and their influence.

354 – Philosophy of Education (3)

Historical and contemporary philosophical examination of the goals and methods of education.

481 – Readings in Philosophy (3)

Discussion of philosophical literature in a field selected by the philosophy faculty after consultation with students.

491, 492 – Individual Study (3–6)

Tutorial under the direction of a member of the staff. By permission of the philosophy faculty. Mandatory for students pursuing the degree with honors in philosophy.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the philosophy faculty.

Joint Course Offerings
Classics–Philosophy–Religion

299 – Mysterium Humanum Studies (3)

Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include Wrestling with Death, The Tempest of Time, and Sex and Society in the West.

301, 302 – Studies in Ancient Languages (3,3)

Introduction to the morphology and syntax of selected ancient languages relevant to the study of classics, philosophy, and religion (such as Coptic, Quranic Arabic, Oscan, and Sanskrit). By permission of instructor. These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)

A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

PHYSICAL EDUCATION

Department of Health and Physical Education

Edward H. Hegmann, *Chair, Career Advisor*

Faculty

Professors

Edward H. Hegmann, *Director of Athletics*
Roy M. Gordon, *Associate Director of Athletics*

Associate Professors

Thomas J. Davies
Constance A. Gallahan
Kurt Glaeser

Assistant Professors

Marc A. Brown
Deborah A. Conway
Dana Sue Hall
Thomas F. Sheridan
David S. Soper

Senior Lecturer

Robert E. Liebau, *Athletic Trainer*

The Physical Education Program

Participation in physical activities, including physical education classes, recreational programs, and intercollegiate athletics, is an essential part of the educational experience at Mary Washington.

The center for all indoor health, physical education, and recreation is Goolrick Hall. A modern 74,000 square-foot building, it has courts for basketball, badminton, volleyball, handball/racquetball, two dance studios, a 6-lane, 25-yard swimming pool with 1- and 3-meter diving boards, a weight training room, six large classrooms, and an auxiliary gym for individual exercise and recreation. The outdoor facilities include fields for baseball, soccer, lacrosse, field hockey, flag football, softball, and rugby, running trails, an 8-lane, 400-meter Rubaturf track, and a 10-court lighted tennis complex.

Physical education courses include history, rules and basic techniques in individual and team sports. Riding courses are available for credit but require a special fee.

All Physical Education courses (except 150, 315, and 318) may be repeated for additional credit, but no more than eight credits may be counted toward the 122 credits required for graduation. If two sections of the same course are taken in one semester, only one will count toward degree requirements.

Physical Education Course Offerings

103 – Basketball (1)

Course includes history, rules, and basic techniques of basketball.

105 – Volleyball (1)

Course includes history, rules, and basic techniques of volleyball.

113 – Individual Exercise (1)

Course includes personal program of individual exercises.

113A – Individual Exercise: Weight Training (1)

Course includes basic techniques of weight training.

113B – Individual Exercise: Aerobics (1)

Course involves individual and group aerobic exercise instruction and participation.

113C – Individual Exercise: Step Aerobics (1)

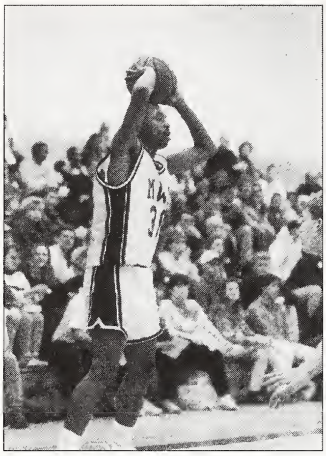
Course includes individual and group step-aerobic exercise instruction and participation.

116 – Swimming (1)

Course includes basic techniques of swimming.

123 – Soccer (1)

Course includes history, rules, and basic techniques of soccer.



133 – Tennis (1)

Course includes history, rules, and basic techniques of tennis.

145 – Adaptive Individual Exercise (1)

For handicapped students. Prerequisites: medical authorization and permission of instructor. An opportunity for physically handicapped students to participate in aerobic activities. Activities will include aerobic dancing, walking for fitness, riding a stationary bike, and using a rowing machine.

147 – Elementary Position and Control in Riding (1)

Designed for those who have never ridden hunt seat. General handling of the horse, basic terminology; riding at the walk, trot and canter, using elementary aids.

147A – High Elementary Position and Control in Riding (1)

Designed for those who have limited experience in riding or those who have taken 147. Review of 147; introduction of soft contact and jumping over low fences on loose reins.

247 – Intermediate Position and Control in Riding (1)

The beginning of soft, precise controls; coordination of the rider's aids with the horse's efforts. Continuation of jumping fundamentals and crest release; work over simple courses.

303 – Basketball (1)

Prerequisite: Physical Education 103. Advanced instruction in basketball.

305 – Volleyball (1)

Prerequisite: Physical Education 105. Advanced instruction in volleyball.

313 – Individual Exercise (1)

Prerequisite: Physical Education 113. Advanced instruction in individual exercise.

313A – Individual Exercise: Weight Training (1)

Prerequisite: Physical Education 113A. Advanced instruction in weight training.

313B – Individual Exercise: Aerobics (1)

Prerequisite: Physical Education 113B. Advanced instruction in aerobics.

315 – Lifeguard Training (1)

Teaches individuals skills, procedures, and philosophies associated with lifeguarding. Students become aware of common hazards in aquatic environments, learn to recognize victims in distress or drowning situations, establish an awareness of the responsibilities of a lifeguard, and develop speed, endurance, and technique in swimming and lifeguarding skills. May not be repeated for additional credit.

316 – Swimming (1)

Prerequisite: Physical Education 116. Advanced instruction in swimming.

318 – Water Safety Instruction (1)

Trains instructor candidates to teach the American Red Cross water safety courses. Topics include course planning and organization, ensuring safety of participants, skill development sessions, familiarization with text books and instructors' manuals, practice teaching assignments, American Red Cross operational policies and procedures. May not be repeated for additional credit.

323 – Soccer (1)

Prerequisite: Physical Education 123. Advanced instruction in soccer.

333 – Tennis (1)

Prerequisite: Physical Education 133. Advanced instruction in tennis.

345 – Adaptive Individual Exercise (1)

Advanced instruction for handicapped students. Prerequisites: Physical Education 145, medical authorization, and permission of instructor. An opportunity for physically handicapped students to participate in aerobic activities. Activities will include aerobic dancing, walking for fitness, riding a stationary bike, and using a rowing machine.

347 – Advanced Equitation, Schooling and Competition (1)

Prerequisite: One year of riding at Mary Washington or demonstration of thorough understanding of the forward school of riding. Preparation of student horses for competition; schooling of green horses, reschooling of problem horses; preparation of IHSA open riders for competitions.

349 – Physical Education for the Elementary Teacher (3)

Movement skills for children; includes movement exploration, creative rhythms, folk dance, games, and self-teaching for physical fitness. Does not satisfy the physical education general education requirement.

401–Intercollegiate Women's Field Hockey (1)

Participation on Intercollegiate Women's Field Hockey Team.

402 – Intercollegiate Baseball (1)

Participation on Intercollegiate Men's Baseball Team.

403 – Intercollegiate Basketball (1)

Participation on Intercollegiate Men's or Women's Basketball Teams.

405 – Intercollegiate Women's Volleyball (1)

Participation on Intercollegiate Women's Volleyball Team.

409 – Intercollegiate Lacrosse (1)

Participation on Intercollegiate Men's or Women's Lacrosse Teams.

416 – Intercollegiate Swimming (1)

Participation on Intercollegiate Men's or Women's Swimming Teams.

423 – Intercollegiate Soccer (1)

Participation on Intercollegiate Men's or Women's Soccer Teams.

424 – Intercollegiate Softball (1)

Participation on Intercollegiate Women's Softball Team.

433 – Intercollegiate Tennis (1)

Participation on Intercollegiate Men's or Women's Tennis Teams.

434 – Intercollegiate Cross Country (1)

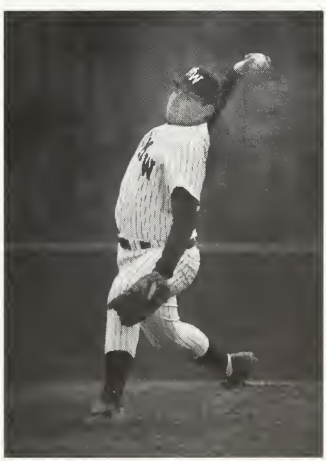
Participation on Intercollegiate Men's or Women's Cross Country Teams.

447 – Intercollegiate Riding (1)

Participation on Intercollegiate Riding Team.

481 – Intercollegiate Track (1)

Participation on Intercollegiate Men's or Women's Track Teams.



PHYSICS

Department of Physics

George King, III, *Chair and Career Advisor*
Bulent I. Atalay, *Career Advisor*

Faculty

Professors

Bulent I. Atalay
George King, III
Nikola M. Nikolic

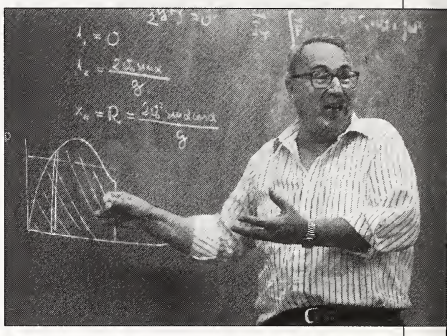
The Physics Program

The study of physics provides a basis for understanding the fundamental laws of the physical universe. The ideas of physics underlie other natural sciences and are essential to the applied sciences and engineering. The Mary Washington College physics program has as its focus the presentation of the theoretical and empirical concepts and techniques of a wide range of physical phenomena. The program meets the needs of students who will become specialists in the field, as well as those who have an interest in physics as part of their general education.

The physics curriculum offers a well-rounded view of contemporary physics. A strong core of courses in theoretical physics is augmented by laboratory experiences and practical computational techniques. Seniors may participate in undergraduate research which could result in presentations at national conferences. Qualified seniors earning Honors in Physics must register for four credits of Individual Study each semester and a copy of their thesis must be submitted to the library.

A chapter of the national Society of Physics Students and its honorary society, Sigma Pi Sigma, sponsors guest speakers and field trips to national laboratories and conferences. The Mary Washington College chapter has been recognized by SPS for the wealth of activities in which it has been involved.

Physics is a good major program for students interested in challenging, exciting, and productive careers. Physics careers cover many fields, such as basic research, space and earth sciences, engineering, environmental science, medicine, industry, education, communications, publishing, and consulting, as well as non-technical fields. Graduates of Mary Washington College have gone on to successful careers in many of these fields.



Requirements for the Physics Major

Thirty-nine (39) credits including Physics 105, 106, 211, 321, 322, 331, 332, 384, 411, and 412; Mathematics 223 and 312 (Physics 471D may substitute for either mathematics course).

Physics Course Offerings

101, 102 – General Physics (4, 4)

An introductory course focused on the fundamentals of physics. Primarily for non-science majors. Emphasis is on building concepts and applying principles to make quantitative measurements. Among the topics covered are classical mechanics, thermodynamics, electricity and magnetism, optics, and the rudiments of modern physics. Facility with algebra and trigonometry is required. Laboratory. Only in sequence. Credit for only one introductory physics sequence (101–102 or 105–106) can be counted toward degree requirements.

103, 104 – Elementary Astronomy (3, 3)

Historical introduction, description of the solar system, stars, galaxies, and the universe as a whole, and their properties, together with the rudiments of physics underlying these subjects.

105, 106 – University Physics (4, 4)

Corequisites: Mathematics 121 for Physics 105, and Mathematics 122 for Physics 106. Primarily for science students. Covers essentially the same topics as Physics 101, 102, with more mathematical rigor. Laboratory. Only in sequence. Credit for only one introductory physics sequence (101–102 or 105–106) can be counted toward degree requirements.

110 – Physics of Music (3)

An introductory course exploring the mechanics of sound, the perception and measurement of sound, and the acoustics of the musical instruments. Facility with algebra and trigonometry is required.

211 – Modern Physics (3)

Prerequisites: Mathematics 122 and Physics 106; or permission of the instructor. Foundations of quantum mechanics, atoms with one electron, multielectron atoms, molecules, solid state physics, the special theory of relativity.

312 – Nuclear Physics (3)

Prerequisites: Physics 105 and Mathematics 122. Nuclear structure, static and dynamic properties of the nucleus. Radioactive decay, the Bateman Equations, mass parabolas, transition rates, and the machines of nuclear physics.

321, 322 – Classical Mechanics (3, 3)

Prerequisites: Physics 105 and Mathematics 223; Corequisite: Mathematics 312. Kinematics and dynamics of mass particles, systems, conservation laws, Lagrange and Hamiltonian methods, Hamilton's equations of motion. Only in sequence.

331, 332 – Electricity and Magnetism (3, 3)

Prerequisites: Physics 106 and Mathematics 223; Corequisite: Mathematics 312. Maxwell's equations, electromagnetic waves and their properties, and the special theory of relativity. Only in sequence.

383 – Electronics (4)

Prerequisite: Physics 106. Basic concepts of DC and AC circuit theory, experiments using semiconductors, transistors, and operational amplifiers, and (time permitting) basic digital circuit theory. Lecture and laboratory.

384 – Advanced Physics Laboratory (4)

Prerequisite: Physics 211. Experiments relevant to atomic physics, nuclear physics, physical optics, acoustics, etc.

391 – Optics (3)

Prerequisite: Physics 106. Introduction to topics in geometrical and physical optics, e.g. reflection, refraction, superposition, interference, diffraction, polarization, laser systems, and holography.

401 – Thermodynamics and Statistical Mechanics (3)

Prerequisite: Physics 106. Temperature, thermodynamic states and variables, the laws of thermodynamics, entropy, thermodynamic potentials, change of phase, and the statistical properties of thermodynamic systems.

411, 412 – Quantum Mechanics (3, 3)

Prerequisites: Physics 211 and Mathematics 223 and 312. Schrödinger's equation, harmonic oscillator, matrix formulation of quantum mechanics, angular momentum and scattering theories, perturbation theory, rudimentary relativistic quantum mechanics. Only in sequence.

462 – Advanced Nuclear Physics (3)

Prerequisite: Physics 312. A research course in theoretical nuclear physics.

471 – Selected Topics in Physics (3)

Several topics taught in rotation: (A) solid state physics; (B) particle physics; (C) general relativity; (D) methods of mathematical physics. May be repeated for credit.

482 – Physics Seminar (1)

Open to third- and fourth-year physics majors for credit.

491, 492 – Individual Study (1–4)

Open to junior and senior physics majors. Four credits when taken for Honors in Physics.

499 – Internship (Credits Variable)

Supervised off-campus experience, developed in consultation with the department.

POLITICAL SCIENCE

Department of Political Science and International Affairs

John M. Kramer, *Chair*
Richard J. Krickus, *Career Advisor*

Faculty

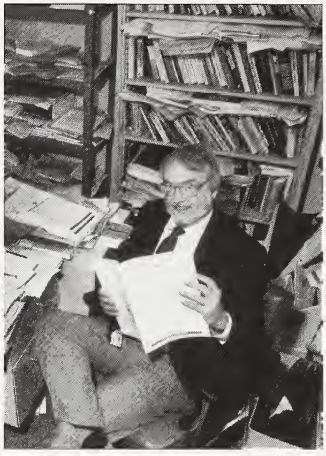
Distinguished Professors
Lewis P. Fickett, Jr.
John M. Kramer
Richard J. Krickus

Associate Professors
Victor A. Fingerhut
Mark J. Rozell

Assistant Professor
Curtis R. Ryan

The Political Science Program

Political Science, the study of how various political systems work, offers courses ranging from urban politics and government to international politics. The department also provides many outlets through which students can gain practical knowledge of the field, including visits to Virginia's state capital and to Washington, D.C., internships in governmental offices, and involvement in major political events, such as the United Nations' student conference. Political Science is a good background for a career in law, urban planning, teaching, government and private enterprise; it also lends itself to further study in graduate school.



Requirements for the Major

Thirty-six (36) credits including Political Science 101, 102, 201, 301, 302, 321, 441, 442; Twelve additional credits in Political Science (excluding 499). Political Science 101-102 is a prerequisite to all Political Science courses except 201-202.

Political Science Course Offerings

101 – Introduction to Political Science I (3)
Survey of the basic concepts and theories of political science from antiquity to the present, including contemporary analytical techniques.

102 – Introduction to Political Science II (3)
Continuation of Political Science 101, with primary emphasis on modern comparative political analysis and international relations.

201 – American Government I (3)
Principles of political science as applied to American national, state, and local government.

202 – American Government II (3)
A study of selected problems in contemporary American politics.

301 – Comparative Government of Western Europe (3)
Comparative analysis of the governments of the United Kingdom, France, and Germany.

302 – The Politics of Soviet Successor States (3)
A comparative analysis of politics in Soviet successor states and the legacy bequeathed to them by communist rule in the U.S.S.R.

304 – Contemporary American Politics (3)
In-depth analysis of selected problems in contemporary American politics.

311 – Congress and the Political Process (3)
Analysis of the contemporary role of Congress in its relation to the Presidency, the federal bureaucracy, and pressure groups.

312 – The American Presidency (3)
Analysis of the modern American Presidency and its relationship to democratic theory.

321 – Theory of International Politics (3)
Analysis of contemporary theory of international politics, including evaluation of the United Nations and other international organizations.

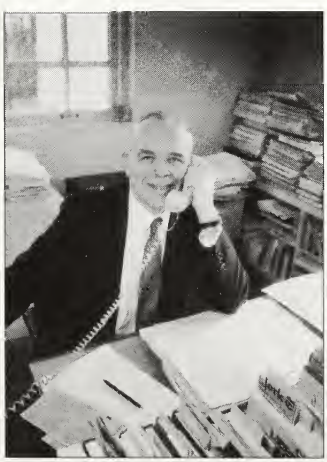
322 – Problems in International Politics (3)
In-depth analysis of major contemporary problems in international politics.

332 – Metropolitan Problems (3)
Analytical study of the problems of American cities and other areas.

334 – Political Parties (3)
Structure and function of political parties; conduct of elections; pressure groups.

350 – The Politics of the Third World (3)
Analysis of the development of political systems, particularly in the Third World.

354 – Politics of South and Southeast Asia (3)
Study of the political development of India, Pakistan, Thailand, Laos, Kampuchea, and Vietnam.



355 – Politics of the Middle East and North Africa (3)
Study of the political development of the nations of North Africa and the Middle East.

356 – American Foreign Policy (3)
Problems facing the United States in its search for national security and international stability.

357 – Soviet Foreign Policy (3)
Analysis of the foreign policy of the Soviet Union from its inception to the present.

360 – Theory and Practice of Revolution (3)
Comparative analysis of theories of revolution and case studies of selected revolutions.

361 – Problems of Communism (3)
Study of the origins, development, and contemporary aspects of world communism.

362 – The Politics of Central and Eastern Europe (3)
Prerequisites: Political Science 101 and 102. Study of political life under both communist and post-communist rule in Bulgaria, the Czech and Slovak Republics, Hungary, Poland, Romania, and the former Yugoslavia.

363 – Mass Media and Politics (3)
Prerequisites: Political Science 101 and 102. Study of the role of the mass media in shaping political attitudes and events.

422 – American Civil Liberties (3)
Intensive analysis of civil liberties in the United States, based primarily upon decisions of the Supreme Court.

441 – History of Political Thought I (3)
Examination of the contributions of the great political theorists from Plato to Burke.

442 – History of Political Thought II (3)
Examination of the contributions of modern political philosophers.

443 – Modern Political Analysis (3)
Study of the theories and application of modern political analysis.

471 – Political Science Seminar (3)
Intensive reading and group discussion of selected topics in political science.

491 – Individual Study in Political Science (3)
Directed individual research on approved problems in political science.

499 – Internship (Credits variable)
Supervised off-campus experience, developed in consultation with the department. No credit can count towards the major.

PSYCHOLOGY

Department of Psychology

J. Christopher Bill, *Chair*
Christopher Kilmartin, *Career Advisor*
Roy H. Smith, *Internship Advisor*

Faculty

Professors

J. Christopher Bill
B. David MacEwen
Thomas G. Moeller
Denis Nissim-Sabat
Roy H. Smith

Associate Professors

Carole B. Corcoran
Steve R. Hampton
Christopher T. Kilmartin
Larry W. Penwell
Debra C. Steckler

Assistant Professor

Christine A. McBride

Director of the Counseling Center

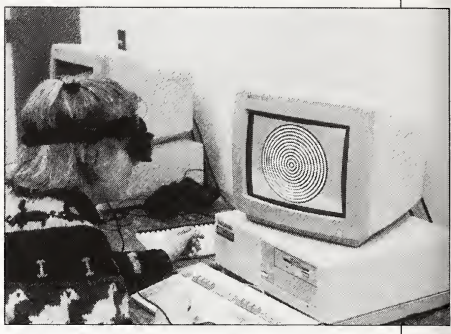
Bernard M. Chirico

The Psychology Program

The goal of the psychology major is to provide students with a sound introduction to psychology as a scientific discipline, including both traditional areas and more recent trends and theoretical developments. In addition, students receive extensive training in methodology and statistics. The study of psychology provides an excellent means for developing critical thinking, writing and oral communication skills.

Students are exposed to the variety of subject areas that define the field of psychology and are given the opportunity for hands-on, empirical work. Many students work on research teams and do year-long research projects under the direction of an individual faculty member. A variety of internships are offered at local businesses and social service agencies.

Course sequences prepare students for either graduate work in the social sciences or employment immediately after graduation. Career options include teaching at the primary and secondary level (with appropriate licensure), social work, personnel, human resources management, probation and parole, substance abuse counseling, dance and art therapy, and technical or counseling opportunities in a variety of mental health settings. The curriculum also provides an excellent preparation for professional school and graduate study in psychology. Courses offered in collaboration with Business Administration provide the opportunity to explore the application of psychological principles and research methods to various work environments for students interested in careers in management, human resources, organizational behavior, organizational development, and industrial/organizational psychology.



The department sponsors a chapter of Psi Chi, the national honorary society in psychology, which annually sponsors an undergraduate research symposium, at which students present both course and team research projects. Students are encouraged to be members of the Virginia Psychological Association and present their research at meetings of the Association. Each year the department awards several Minnie Rob Phaup Memorial Scholarships to junior and senior psychology majors, and presents a graduating senior with the Outstanding Senior Psychology Major Award.

Department facilities include micro-computer laboratories for both MS-DOS and Macintosh computers suitable for both general student use as well as for specialized work in cognition, sensation and perception, and physiological psychology; an animal laboratory complete with a vivarium, surgery, shop, and computerized experimental controls; a newly-constructed state-of-the-art computerized video laboratory for studying social, developmental, and group processes; a number of rooms and a variety of equipment suitable for conducting experiments with human subjects; facilities for psychological testing; and state-of-the-art computerized physiographs for use in experimental and clinical applications.

Requirements for the Major

Thirty-nine (39) credits in Psychology courses, including 100, 261, 360, 362, and 421; and at least one course from each of the following four groupings: (1) 372, 373, 374, 375, 381; (2) 301, 311, 320, 331, 332, 333, 342; (3) 305, 307, 353, 392, 394; and (4) 321, 491 (4 credits over 2 successive semesters), 499 (maximum of three credits in a semester-long internship), or forty hours of supervised community service.

The community service option includes at least forty hours of volunteer work at an approved community service site or at least twenty hours at each of two sites, and also includes attending two reflection sessions during the semester of the service.

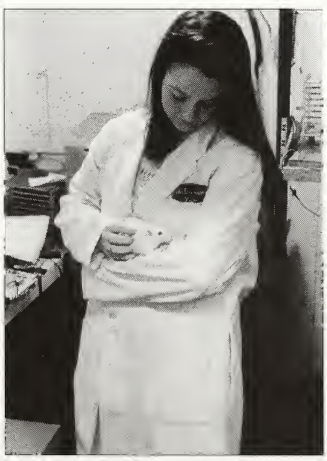
Psychology Course Offerings

100 – General Psychology (3)

Fundamental principles of human behavior; history of psychology; research methods; the nervous system; learning; memory; personality; psychological disorders; therapy; social behavior; careers in psychology.

261 – Statistics and Research Methods (4)

Prerequisite: Psychology 100. An introduction to descriptive and inferential statistical methods, including basic ANOVA. Emphasis is on parametric tests and correlational methods. Laboratory experience includes data collection, technical writing, problem solving, and use of computer statistical packages.



301 – Social Psychology (3)

Prerequisite: Psychology 100. Individual behavior in a social context; attitudes; social influence; attribution; prejudice and discrimination; prosocial behavior and agression.

305 – Biocognition (3)

Prerequisite: Psychology 100. An introduction to neural models of cognitive processes emphasizing the relations between neural organization and observations of cognitive functioning.

306 – Biocognition Laboratory (1)

Prerequisite: Psychology 100; Corequisite Psychology 305. Direct experience with computer modeling, computer simulation, and computer-based tutorials supplementing conceptual themes of Psychology 305, Biocognition.

307 – Computer Applications in the Social Sciences (3)

Prerequisite: Psychology 261. BASIC programming, statistical packages and applications, basic computer architecture, simulation, interfacing, and artificial intelligence.

311 – Abnormal Psychology (3)

Prerequisite: Psychology 100. Examines the various models of psychopathology, the history of abnormal psychology, psychological disorders and their causes, and drug therapies.

315 – Foundations of Clinical Psychology (3)

Prerequisite: Psychology 100. Examines professional issues in clinical psychology, theories and practices of the major schools of psychotherapy, effectiveness of psychotherapy, community psychology, and primary prevention.

318 – Applied Counseling Psychology (3)

Prerequisites: Psychology 100 and either 311, 315, 320, or 342. An introduction to the various activities of psychological counselors with a focus on practical experience and skill building. Major emphases are on psychological testing and building an effective counseling relationship.

320 – Psychology of Exceptional Children and Youth (3)

Prerequisite: Psychology 100. The study of deviations in physical, intellectual, and emotional development through adolescence. Consideration of relevant theories, issues, empirical findings, and methods of prevention and treatment.

321 – Practicum in Exceptional Child Psychology (1)

Prerequisite: Psychology 100; prerequisite or corequisite: Psychology 320. Supervised experience working with exceptional children in local schools and agencies.

331 – Developmental Psychology: The Infant and Child (3)

Prerequisite: Psychology 100. Development from conception through childhood. Consideration of developmental processes, theories, issues, and relevant research.

332 – Developmental Psychology: The Adolescent and Adult (3)

Prerequisite: Psychology 100. Theories of, and research on, personality, social, physical, and intellectual characteristics from adolescence to young adulthood.

333 – Psychology of Aging (3)

Prerequisite: Psychology 100. Theories and research in aging, changes in personality, intellectual abilities, cognitive capacities, and physical capabilities from adulthood to death.

335 – Applied Child Psychology (3)

Prerequisites: Psychology 100 and 320 or 331. Assessment, therapy, consultation, and prevention techniques as applied to child-clients in schools and clinical settings.

342 – Psychology of Personality (3)

Prerequisite: Psychology 100. Personality structure, dynamics, development, and methods of research.

349 – Psychology of Human Sexuality (3)

Prerequisite: Psychology 100. Introduction to major areas of investigation concerning human sexuality, including anatomy, physiology, culture, behavior, sexual health, sexual violence, dysfunctions and therapy.

353 – Fundamentals of Learning and Motivation (3)

Prerequisite: Psychology 100. A survey of empirical findings and theoretical issues in the analysis of learning and motivation and their interaction in the determination of behavior.

360 – Advanced Statistics (3)

Prerequisite: Psychology 261. An introduction to advanced statistical methods, including ANOVA models, specific-comparison tests, post hoc tests, simple multiple regression, and MANOVA. Particular emphasis is placed on computer analyses and on carefully written conclusions from statistical results.

362 – Applied Methods (4)

Prerequisite: Psychology 261. Overview of methods common to applied settings. Emphasis on quasi-experimental and correlational methods, including data gathering, analysis, and presentation.

372 – Sensation and Perception (4)

Prerequisites: Psychology 360 and 362. A laboratory approach to the study of perceptual and sensory systems, with an emphasis on vision and hearing, as well as on psychophysical methods.

373 – Cognitive Psychology (4)

Prerequisites: Psychology 360 and 362. Methodology, research, and theory in the study of human memory, language, and thinking.

374 – Physiological Psychology (4)

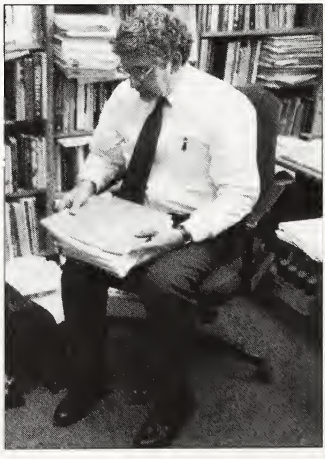
Prerequisite: Psychology 360. Exploration of biological bases of behavior and neurological correlates of psychological events.

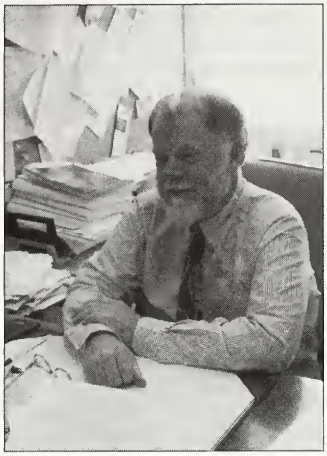
375 – Experimental Social Psychology (4)

Prerequisites: Psychology 301, 360 and 362. A laboratory approach to current theory and research in social psychology, with a methodological focus on experimentation, direct and indirect observations, and surveys.

381 – Applied Behavioral Analysis (4)

Prerequisites: Psychology 360 and 362. Examination of the empirical and theoretical approaches to the study of the mechanisms of adaptive behavior.





385–Industrial-Organizational Psychology (3)

Prerequisites: Psychology 261 or Mathematics 200. Explores the behavioral aspects of organizations, presenting concepts, theories, research, and research techniques that can be applied to enhance understanding of people in organizations. Topics include personnel selection and placement, job and work environments, worker motivation, job satisfaction, and the organizational and social context of human work. Cross listed as Business Administration 345.

386 – Human Resources Management (3)

Prerequisites: Psychology 261 or Mathematics 200. A study of the philosophy, principles, policies, and programs for effective personnel management and industrial relations in business, governmental, and not-for-profit organizations. Cross- listed as Business Administration 346.

387 – Organizational Development and Change (3)

Prerequisites: Psychology 261 or Mathematics 200. A study of the system-wide application of behavioral science methods, theories, and accumulated knowledge, to the development, change, and reinforcement of organizational strategies, structures, and processes for improving organizational effectiveness. Cross-listed as Business Administration 347.

392 – Behavior Genetics (3)

Prerequisites: Psychology 100 and one year of biology. Use of principles of genetic transmission, population genetics, and evolutionary and sociobiological theories in the study of individual differences.

394 – Psychopharmacology (3)

Prerequisites: Psychology 100 and one year of biology or one year of chemistry. Introduction to principles of drug action in the body, drug effects on behavior, and the social psychology of drug use.

421 – History of Psychology (3)

Prerequisite: Psychology 100. Survey of historical antecedents of modern psychology.

470 – Seminar in Psychology (3)

Prerequisites: Psychology 100 and courses specified by instructor. A study of enduring and/or contemporary issues in psychology in seminar format. Different topics offered during different semesters. Course may be repeated with different topics.

480 – Selected Topics in Psychology (3)

Prerequisites: Psychology 100 and courses specified by instructor. A study of enduring and/or contemporary issues in psychology in lecture/discussion format. Different topics offered during different semesters. Course may be repeated with different topics.

490 – Guided Readings in Psychology (1–3)

Prerequisites: Junior standing and twelve credits in psychology beyond Psychology 100. Guided readings supervised by a department faculty member in a specialty area of psychology. Maximum of three credits may count toward the major program; maximum of six credits in Psychology 490 and 491 combined may count toward the major program.

491 – Individual Research (variable; maximum of 3 per semester)

Prerequisites: Psychology 360 and 362. Empirical investigation and/or theoretical research. Maximum of six credits in Psychology 490 and 491 combined may count toward the major program.

499 – Internship (1–6 credits)

Prerequisites: Junior standing and twelve hours in psychology beyond Psychology 100. Supervised off-campus experience. Specific courses may be required for specific internships. Maximum of three credits towards major program.

RELIGION

Department of Classics, Philosophy, and Religion

James E. Goehring, *Chair*
David W. Cain, *Career Advisor*

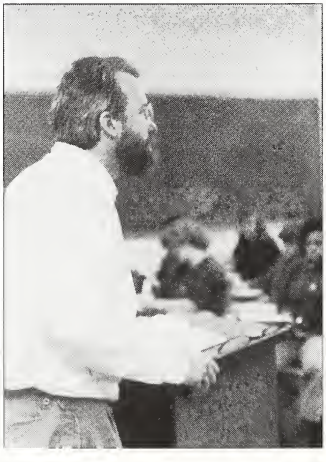
Faculty

Distinguished Professor
David W. Cain
Associate Professor
James E. Goehring
Assistant Professor
Mehdi Aminrazavi

The Program in Religion

The program in Religion is a vital part of liberal arts studies at Mary Washington College. Students are introduced to diverse religious traditions and thinkers, to textual interpretation and historical scholarship, and to theological reflection and perspectives. Students receive personal attention, and the pursuit of individual interests is encouraged.

A religion major is a humanities student of broad cultural awareness trained to think, write, and express ideas cogently, and to enter into dialogue discerningly. Such abilities are valuable in any career and are especially well suited to careers involving research, human relations and communication. Religion majors find a wide variety of opportunities open to them and have gone on to pursue diverse careers in public relations, journalism, service organizations, teaching, and the arts. The B.A. degree in religion also equips students for graduate and seminary study in religion, as well as graduate study in other fields.



Honors are awarded in religion on the basis of excellence in major course work and in writing a senior thesis in Religion 401—Guided Research. Internships in religion are available to qualified students. Various religion offerings complement work in American studies, anthropology, classics, drama, English, history, international affairs, philosophy, psychology and Russian studies, among other disciplines.

Requirements for the Major in Religion

Thirty (30) credits including Religion 101; one course chosen from Religion 111, 117, 201, or 206; one course chosen from Religion 210, 283, 284, or 285; Religion 401; and 18 other credits chosen from religion courses or Anthropology 472A, Classics 211, Classics-Philosophy-Religion 299, Philosophy 301, or Sociology 422. Nine of these eighteen credits must be at the 300- or 400-level.

Prerequisites: All 300- and 400- level religion courses have as a prerequisite any one 100- or 200-level religion course or permission of the instructor.

Religion Course Offerings

101 – Introduction to World Religions (3)
Survey of the major religions of the world; in particular, Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism.

102 – Introduction to the Study of Religion(3)
Examination of the religious dimension of human life, the ways in which it is defined, and the methods by which it is studied.

111 – Introduction to History of Christianity (3)
Selected topics in the development of Christianity and its institutions from the birth of the church to the present.

117 – Introduction to Christian Theology (3)
Christian theology is characterized as a way of seeking to make sense of life in relation to central doctrines and concepts.

201 – Judaism (3)
Historical and religious development of Judaism from biblical times to the present.

205 – Hebrew Bible (3)
A panoramic view of the religious, literary, historical, and social dimensions of Israel in the context of the ancient Near East through study of biblical texts.

206 – Christian Beginnings (3)

Study of the social world, literature and beliefs of the earliest Christian communities with emphasis on the texts of the New Testament.

207 – Biblical Studies (3)

Among topics and texts treated at different times are Gospel Traditions, Prophets and Prophecy, Luke-Acts, Johannine Literature, Romans, I and II Corinthians, Book of Revelation. Different subjects taught under this course number count as different courses.

210 – Islam (3)

This introductory course examines the *Quran*, the life of the prophet Muhammad, Islamic law, philosophy, theology, mysticism, and art.

211 – Greek and Roman Religion (3)

The public, personal, and mystery religions of the Greeks and Romans, and the development of classical religious ideas. Cross-listed as Classics 211.

217 – Primitive Religions (3)

Religions of non-literate peoples. Emphasis is on interpretation of myths, rituals, and shamanism. Cross-listed as Anthropology 217.

231 – Special Studies in Religion (3)

Among topics taught at different times: Women, Sexuality and Western Religious Traditions, Current Theological Issues, The Roman Catholic Tradition. Different subjects taught under this course number count as different courses.

270 – Death and Resurrection (3)

Study of different interpretations of gospel accounts of Jesus' death and resurrection in the wider context of ancient Near Eastern thought and of contemporary treatments of the "death and resurrection" theme.

271 – Studies in Faith and Literature (3)

Study of relationships between Christian faith and literary art in contemporary novels, plays, and films.

272 – Studies in Christian Ethics (3)

This course examines relationships between Christian faith and Christian ethics, looking at historical developments and considering such issues as life and death, sexuality, alterity, politics, and ecology.

273 – Studies in Suffering and Evil (3)

Theological, philosophical and literary investigations in theodicy: "If God is good, whence evil?"

276 – Religion in America (3)

Principal figures, groups, trends, and issues in religion in America from the colonial period to the present.

283 – Hinduism (3)

An introduction to the thought and traditions of Hinduism. Readings from the *Vedas*, *Upanishads*, *Bhagavadgita*, *Puranas*, and later works.

284 – Buddhism (3)

An introduction to the thought and traditions of Buddhism. Readings from the *Dhamapada* as well as from various Mahayana and Theravada traditions.

285 – Confucianism and Taoism (3)

An introduction to the Confucian and Taoist thought and traditions of China.

301 – Jesus (3)

Study of selected presentations of Jesus from the first century until today. Emphasis will be gospel traditions and film.

306 – Early Christian Thought (3)

The theology and social world of the early Christian churches in the second through fourth centuries.

313 – 20th Century European Theology (3)

Persons and problems of European theology from Barth and Bultmann to Moltmann and Jüngel, from liberal to liberation theology.

314 – 20th Century American Theology (3)

Study of major theological figures and concerns from Niebuhr and Tillich to Cone and McFague.

317 – Religions in Dialogue (3)

If one religion is, in some sense, "true," are other religions rendered "false"? Is it possible to confess the truth of one religion and yet remain appreciatively open to the insights of other religions? This course proposes to work through these and related concerns of our "pluralistic" age.

318 – Philosophy of Religion (3)

Philosophical examination of such topics as the relationship between faith and reason, the existence and non-existence of god, life after death, mysticism, and miracles. Cross-listed as Philosophy 318.

331 – Special Studies in Religion (3)

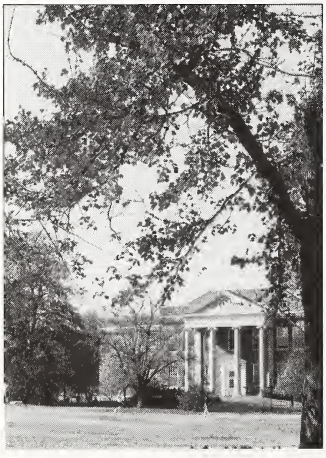
Among topics taught at different times: 19th Century Theology, Gnosticism. Different subjects taught under this course number count as different courses.

340 – Mysticism East and West (3)

Study of the mystical dimensions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism.

341 – Major Religious Thinkers (3)

Among thinkers studied in some depth at different times: Paul, Augustine, Luther, Dostoevsky, Kierkegaard, Wiesel. Different figures taught under this course number count as different courses.



400 – Research Seminar: Selected Religious Texts (3)

Prerequisite: Junior or senior status or consent of instructor. In-depth study of selected religious texts chosen by the instructor. Text selection will vary; examples include the *Bhagavadgita*, ancient Christian magic, Kierkegaard's *Philosophical Fragments.*

401 – Guided Research (3)

Preparation of a senior thesis under the direction of the religion faculty. Choice of topic by student. Required of all senior majors.

491, 492 – Individual Study (3, 3)

Individual work under the guidance of the religion faculty. By permission of the religion faculty.

499 – Internship (1–6)

Supervised off-campus learning experience, developed in consultation with the religion faculty.

Joint Course Offerings Classics–Philosophy–Religion

299 – Mysterium Humanum Studies (3)

Different topics of fundamental human concern are treated at different times in this interdisciplinary course involving the entire faculty of the Department of Classics, Philosophy, and Religion. Topics covered in the past include Wrestling with Death, The Tempest of Time, and Sex and Society in the West.

301, 302 – Studies in Ancient Languages (3, 3)

Introduction to the morphology and syntax of selected ancient languages relevant to the study of classics, philosophy, and religion (such as Coptic, Quranic Arabic, Oscan, and Sanskrit). By permission of instructor. These courses do not satisfy the College's general education requirement for proficiency in a foreign language.

331 – Crossdisciplinary Topics in Classics, Philosophy, and Religion (3)

A consideration of a theme from the perspective of two or three of the disciplines taught in the Department of Classics, Philosophy, and Religion.

RUSSIAN

Department of Modern Foreign Languages

Joanna L. Reynolds, *Chair*
Valentina Baslyk, *Career Advisor*

Faculty

Assistant Professor
Valentina Baslyk

The Program in Russian

The Russian program is designed to make the student proficient in Russian. Although the focus is on conversation, it emphasizes the development of all four language skills: speaking, listening-comprehension, reading, and writing. Laboratory facilities are used to enhance classroom instruction.

Through the three-year language sequence, literature and culture classes in English translation, and activities sponsored by the Russian Club, the student will come to know both the Russian language and Russian culture.

The Department of Modern Foreign Languages cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits from abroad can be accepted to fulfil major requirements.

A special major in Russian Studies is possible for students who wish to make application. Graduates in Russian may pursue careers in fields in which knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

Russian Course Offerings

101, 102 – Beginning Russian (3, 3)

Developing functional competence in speaking, listening, reading, and writing. Emphasis on oral communication and cultural knowledge.

201, 202 – Intermediate Russian (3, 3)

Prerequisite: Russian 102 or equivalent. Improving functional competence in speaking, listening, reading, and writing. Emphasis on oral communication and cultural knowledge.

215 – Russian Culture (3)

Survey of Russian cultural heritage: art, folklore, religion, literature, music, film. Includes brief introduction to history and geography of Russia.

295 – Russian Literature in English Translation – XIX Century (3)

An introductory survey of Russian literature from Pushkin to Chekhov.

296 – Russian Literature in English Translation – XX Century (3)

An introductory survey of Russian literature from Bunin to Petrushevskaya.

297 – The Russian Literary Heroine (3)

A study of the image of the Russian heroine in the writings of male and female authors in nineteenth- and twentieth-century Russia.

311, 312 – Studies in Language I (3, 3)

Prerequisite: Russian 202. Honing reading, speaking, and writing skills through selected readings on Russian civilization. Only in sequence.

324 – Readings in Commercial Russian (3)

Prerequisite: Russian 202 or equivalent. Reading and translating commercial Russian.

491, 492 – Individual Study (3, 3)

Research on advisor-approved topic in language or literature. Not to duplicate any regular course.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department.

SOCIOLOGY

Department of Sociology and Anthropology

Joan T. Olson, *Chair*
William B. Hanson, *Career Advisor*

Faculty

Professor
Timothy Crippen

Associate Professors
William B. Hanson
Joan T. Olson

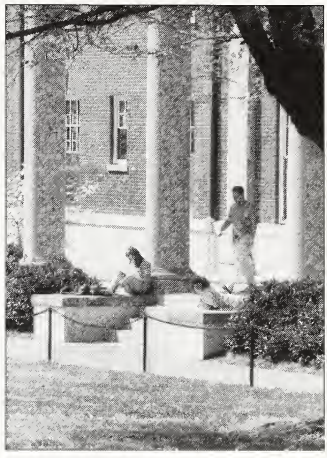
Assistant Professors
Jennifer L. Eichstedt
Vicky M. MacLean

Director of Campus Center
Cedric B. Rucker

The Sociology Program

Sociology embraces the goal of systematically investigating human society and the nature of social interaction. Sociologists seek to illuminate the patterns of social organization and social change in a variety of social contexts.

The sociology major at Mary Washington emphasizes preparation in sociological theory and methods of research, as well as in substantive areas dealing with important aspects of social life in the contemporary world. The substantive area courses focus on the structure and dynamics of social life and on timely contemporary issues such as aging, criminology, family, gender, health, juvenile delinquency, occupations and professions, politics and the state, population, race and ethnic relations, religion, social stratification, and urban communities. Special readings and individual study and research offer students the opportunity to pursue areas of special interest. Supervised internships are available in community agencies and organizations.



The sociology major provides students with insights into the nature of culture, social structure, and social process; enhances students' written and oral communication capabilities, as well as their proficiency in analytic reasoning; and facilitates the individual's personal and intellectual development. The program of study is designed to provide sociology majors with a strong foundation for graduate work in the social sciences, as well as for a variety of career goals, including elementary and secondary teaching, careers in government, social services, public policy formulation, public administration, urban planning, and research in public and private agencies, including private industry and the allied health professions.

The department offers a number of awards to outstanding majors. Seniors may earn departmental honors by (1) attaining a cumulative Mary Washington GPA of 2.75 and a GPA in Mary Washington sociology and anthropology courses of 3.25, and (2) successfully completing a research project and a thesis.

Each year departmental faculty select students to receive Cora Lee Kaufmann Scholarships. These scholarships provide monetary awards to rising juniors or seniors who are declared majors in the department with a cumulative Mary Washington GPA of at least 3.0 and who, among those eligible, have the highest GPA in their Mary Washington sociology and anthropology courses (excluding internships).

Requirements for the Sociology Major

Forty (40) credits including Sociology 100, 200, 362, and 490; Anthropology 101 or any 200-level Anthropology course; and 27 additional upper-level Sociology credits (a maximum of six of these credits may be in 300- and 400-level Anthropology courses) which must include two courses designated **Theory Intensive** (Sociology 304, 341, 403, 422, 442, 471, 472 and Anthropology 301) and one course selected from each of three groupings: **Socialization and Culture** (Sociology 334, 351, 403, 422, *approved* Sociology 488; Anthropology 301, 322, *approved* Anthropology 471 or 472); **Social Organization and Social Change** (Sociology 313, 314, 331, 332, 341, 342, 442, *approved* Sociology 488; *approved* Anthropology 471 or 472); and **Differentiation and Inequality** (Sociology 300, 304, 315, 352, 421, 432, *approved* Sociology 488; Anthropology 312, *approved* Anthropology 471 or 472). Note: Mathematics 200 is a prerequisite for Sociology 362 (Research Methods) and must be taken prior to enrollment in this course.

Sociology Course Offerings

100 – Social Problems (3)

Sociological perspectives for analyzing social problems such as economic inequality, race relations, and crime. Emphasis varies by instructor.

200 – Principles of Sociology (3)

An introduction to the nature and scope of sociology, emphasizing the development and uses of basic concepts, theories, and methods of inquiry. Emphasis varies by instructor.

300 – Sociology of Aging (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Theories of aging, societal attitudes, demographic and status changes, family relationships, and institutionalization of aged persons.

304 – Social Stratification (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of inequality in society. The nature and consequences of social stratification and power in modern society.

313 – Urban Sociology (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Sociological problems of city growth and living; the influence of social, cultural, and ecological factors upon social organization and everyday social relationships in urban areas.

314 – Population Trends (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Considers the nature of global and national demographic trends and their sociological correlates. Special emphasis is given to topics such as economic development, migration patterns, and resource utilization.

315 – Gender and Society (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Sociological study of gender differentiation in American society, with an emphasis on major social institutions and social change.

331 – The Family (3)

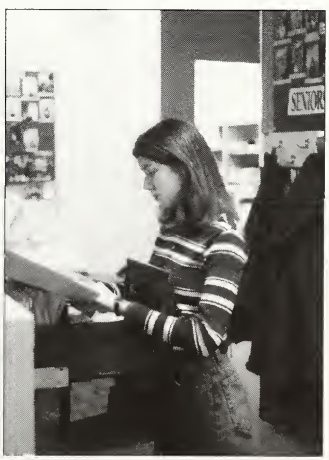
Prerequisite: Sociology 100 or 200 or permission of the instructor. Historical changes in American patterns of marriage, divorce, and childrearing; social class, racial and ethnic variation; and alternative family forms.

332 – Introduction to Social Welfare (3)

Prerequisite: Sociology 100 or 200 or permission of instructor. The history, philosophy and institutionalization of social welfare; social work as a profession, methods, and policies.

334 – Medical Sociology (3)

Prerequisite: Sociology 100 or 200 or permission of instructor. The relationship of disease and health to social structure and culture. Organizational and role analysis of the medical care industry, various allied health professions, and alternative approaches to coping with health and illness.



341 – American Society (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Study of selected issues in contemporary American society.

342 – Sociology of Work: Occupations and Professions (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of major occupational groups; special emphasis on professions and executive roles; relationship of occupations to other aspects of society; the growth of leisure.

343 – Organizations and Environments (3)

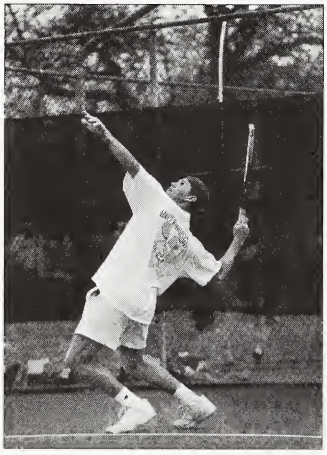
Prerequisite: Sociology 100 or 200 or permission of instructor. The major theoretical and empirical developments in the field of organizational research in the sociological tradition: bureaucratic, scientific, human relations, and flexible-system models; cross-cultural and global issues.

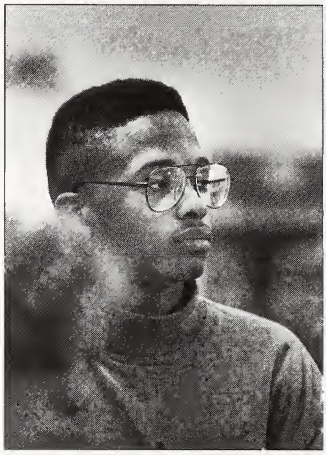
351 – Juvenile Delinquency (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. The development of the concept of juvenile delinquency. The extent and nature of delinquent behavior, and efforts at explanation and control.

352 – Criminology (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Causal theories and descriptive research on adult crime; survey of the American criminal justice system.





362 – Methods of Social Research (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor and Math 200. Study design, observation, interviewing, questionnaire construction and administration, survey research and analysis.

363 – Sociological Research: Collection and Analysis of Data (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of sample survey data with special emphasis on cross-classification, correlation, and regression techniques or collection and analysis of qualitative data. Emphasis varies by instructor.

403 – Individual and Society (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Research and theory addressing the relationship of the individual to society; symbolic interactionism as a perspective for understanding the relationship between individuals and society.

421–Ethnic and Racial Minority Relations (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Analysis of the relationship between ethnic and racial groups in America and their relationship to the dominant ethnic majority in America and other societies. Sociological examination of concepts such as racism, racial identity, prejudice, discrimination, inter-group conflict, power, assimilation, and pluralism.

422 – Sociology of Religion (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Sociological approaches to religious behavior, social correlates of religiosity, and the significance of religion in socio-historical development.

432 – Political Sociology (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Theories and research regarding the social structural and cultural bases of political authority in human societies; emphasis given to the polity, power, and political action as integral aspects of socio-cultural organization and dynamics.

442 – Social Change (3)

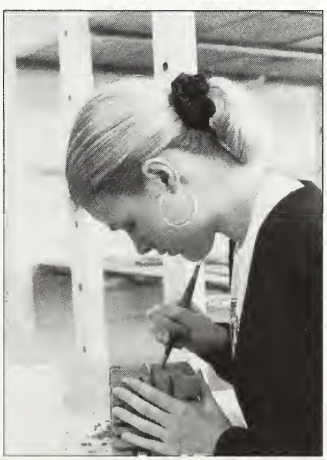
Prerequisite: Sociology 100 or 200 or permission of the instructor. Considers alternative approaches to the study of evolution and revolution in various spheres of human social activity including politics, economics, religion, and ideology.

471 – History of Social Theory (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Presentation and analysis of major forms and themes of social and early sociological theory from the 16th century to the early 20th century.

472 – Contemporary Sociological Theories (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. Consideration of major sociological theorists of the 20th century.



488 – Selected Topics in Sociology (3)

Prerequisite: Sociology 100 or 200 or permission of the instructor. A set of readings on major concepts or points of view in contemporary sociology with an emphasis on discussion. Topic varies.

489 – Special Readings (3)

Prerequisite: Permission of the instructor. Reading and discussion of selected topics from a sociological point of view. Each student focuses on a single topic, though multiple topics may be offered in one semester.

490 – Senior Critique (1)

Prerequisite: Sociology major with senior standing. Analysis and critique of a major work, incorporating issues of theoretical, methodological and substantive area importance. Writing intensive. Spring semesters only.

491, 492 – Individual Study and Research (3, 3)

Prerequisite: Permission of the instructor. Available to qualified students; reading and research; project or paper with guidance of a faculty member.

499 – Internship (Credits variable)

Prerequisite: Sociology 100, 200, six upper-level sociology credits, and permission of the instructor. Supervised off-campus experience, developed in consultation with departmental faculty. Cannot be counted in the major program.

SPANISH

Department of Modern Foreign Languages

Joanna L. Reynolds, *Chair & Career Advisor*

Faculty

Professor

Aniano Peña

Associate Professors

Norma Batchelder
Joanna L. Reynolds

Assistant Professors

Ana G. Chichester
Andrea R. Purdy

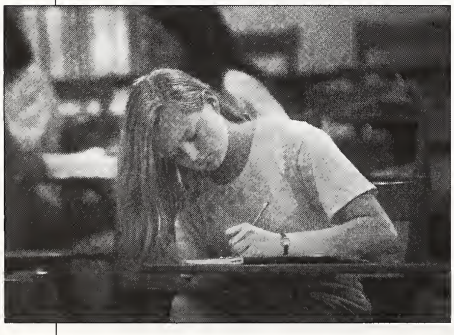
The Spanish Program

Through courses in Spanish, students gain proficiency in understanding, reading, writing, and speaking the language. Laboratory facilities are used extensively to supplement classroom instruction.

Upper-level classes are conducted primarily in Spanish. Through classroom instruction, individual research, and department-sponsored organizations, students come to know the varied cultures of Spanish-speaking peoples around the world. Through internships, students may gain experience working directly in language-related professions.

Students wishing to major may select either of two options within the Spanish major. Double majors are possible, and non-majors may also take advantage of the language program. Students have the opportunity to reside in a small campus residence hall in which Spanish is spoken and which sponsors various inter-cultural programs each year. Currently the resident language director of this house is a native speaker of Spanish.

The Department of Modern Foreign Languages cooperates with a variety of overseas study programs, advises and encourages students wishing to study abroad, and helps in planning their foreign study programs. Credits can be accepted from abroad to fulfill major requirements.



Graduates in Spanish may pursue careers in government or in private fields in which the knowledge of this language and culture is essential, including interpreting, translating, research, social services, education, or international business.

Requirements for the Spanish Major

Language and Literature Option: Thirty (30) credits including Spanish 317, 318, 413, and 451; three courses chosen from 323, 324, 327, and 328; one additional course in Spanish American literature, and two additional courses in peninsular or Spanish American literature.

Language and Civilization Option: Thirty-six (36) credits including Spanish 315, 316, 317, 318, 393, 413; three courses chosen from 323, 324, 327, and 328; one course chosen from Spanish 378, 385, 386, 388, or 485; History 361 or 362; one course chosen from Anthropology 215, Geography 301, or Geography 302.

Spanish Course Offerings

101, 102 – Beginning Spanish (3, 3)

Grammar, conversation, reading, laboratory use.

201, 202 – Intermediate Spanish (3, 3)

Grammar review, reading, oral work, laboratory use.

315 – Spanish Civilization (3)

Prerequisites: Spanish 317, 318. Geography, history, and the social, political and cultural background of Spain and the Spanish people.

316 – Spanish American Civilization (3)

Prerequisites: Spanish 317, 318. History, geography, and the social, political and cultural backgrounds of Spanish America and the Spanish American people.

317 – Studies in Language I: Grammar and Composition (3)

Studies in grammar and composition.

318 – Studies in Language I: Grammar and Oral Skills (3)

Studies in grammar and oral skills.

323, 324 – Introduction to Spanish Literature (3, 3)

History and study of examples of Spanish literature from the Middle Ages to present.

327, 328 – Introduction to Spanish American Literature (3, 3)

History and study of examples of Spanish American literature from the Colonial Period to present day.

351 – Drama of the Golden Age (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Lope de Vega, Tirso de Molina, Calderón de la Barca.

372 – Nineteenth-Century Novel (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Pardo Bazán, Alas, Pérez Galdós and other representative authors.

378 – Contemporary Spanish American Poetry (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Modernismo from 1888 through World War I including Darío, Martí, Silva, Nervo and others along with the poetry of the postmodernistas, Mistral, Neruda, Borges, Paz and others.

381 – The Generation of '98 (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Unamuno, Azorín, Baroja, Machado and Valle-Inclán.

383 – Contemporary Spanish Prose (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Emphasis on post-Civil War novelists.

385 – Twentieth-Century Spanish American Novel (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). García Márquez, Vargas Llosa, Fuentes, Puig and others.

386 – The Twentieth-Century Spanish American Short Story (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Borges, Fuentes, Rulfo, Arreola and others.

388 – Twentieth-Century Spanish American Drama (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Solorzano, Carballido, Aguilera Malta, Wolff, Garro and others, plus collective and chicano drama.

393 – Spanish for Professional Use (3)

Prerequisites: Spanish 317, 318. Study of specialized vocabularies and their application to various professions.

413 – Studies in Language II (3)

Prerequisites: Spanish 317, 318. Required of majors. Others by permission. Basic history of Spanish language phonetics, composition and style, problems of syntax, idioms and conversation.

451 – Cervantes (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Reading and intensive study of *Don Quijote.*

452 – The Don Juan Theme (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). A study of the most relevant manifestations of this protean myth of donjuanismo in Spanish letters, and in literatures outside of Spain. Representative authors: Tirso, Zorrilla, Torrente-Ballester and Molière, Mozart-Da Ponte, B. Shaw, and M. Frisch.

481 – Spanish Seminar (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Selected topics.

485 – Topics in Spanish American Literature (3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Selected topics.

491, 492 – Individual Study (3, 3)

Prerequisite: any two survey courses in Spanish literature (323, 324, 327, 328). Intensive study of topics selected by student in consultation with instructor. By permission of the department.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department.

SPEECH

Department of English, Linguistics, and Speech

Richard E. Hansen, *Chair*
John T. Morello, *Career Advisor*

Faculty

Associate Professor
John T. Morello

Instruction in Speech

Speech courses enhance skills in oral communication by exposing students to the theory and practice of public speaking, interpersonal and small group discussion, argumentation, and reading before an audience. Courses on the 200-level are performance courses, kept small to allow individualized instruction in the strategies of effective oral communication. Courses on the 300-level offer an historical and theoretical approach to the study of oral communication in society, from the ideas of the ancient Greeks to the problems of contemporary life. Students interested in more intense training in persuasive speaking can join the College debate team and receive academic credit for participating in regional and national debate tournaments. Speech courses at the 300- and 400-level may count toward the English major.

Speech Course Offerings

205 – Public Speaking (3)

Study of the basic principles of public address in Western society. Emphasis is on developing a theoretical and practical understanding of oral communication through practice in preparing, delivering, and criticizing speeches in class.

206 – Interpersonal and Small Group Communication (3)

Theory and practice of effective interpersonal and small group communication. The first half of the course focuses on analyzing, evaluating, and participating in interpersonal relations; the second half on group dynamics, problem-solving, and decision-making.

207 – Literature in Performance (3)

A performance course designed to enhance the performer's appreciation and understanding of the great literature of the world—poetry, prose, and drama—by translating the printed page into the spoken word. Experience in presenting material to both adults and children.

209 – Argumentation (3)

Study of the use of reasoning in persuasive communication with emphasis on the construction, evaluation, presentation, refutation, and defense of oral arguments.

310 – Intellectual Foundations of Communication (3)

Introduction to human communication studies, starting with the history and theory of ancient rhetoric to discover the significant questions raised by rhetoricians about society and how they can be applied to contemporary life.

311 – Communication and Political Campaigns (3)

Study of persuasive communication in political campaigns, emphasizing the evaluation and criticism of campaign speeches, televised debates, and political advertising.

370 – Topics in Speech Communication (3)

Studies in major figures, movements, and problems in speech communication theory and practice. Consult Schedule of Courses for specific topic.

470 – Debate Practicum (1)

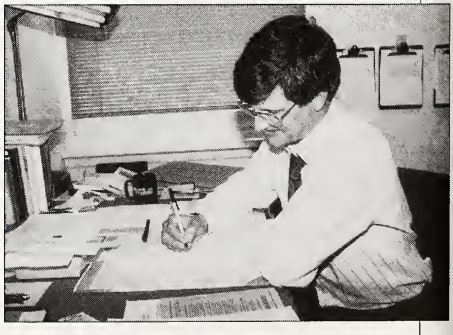
Credit for satisfactory work on the College debate team. Enrollment by permission of instructor and the department. No more than 8 credits of Debate Practicum may count toward the 122 hours required for graduation.

491, 492 – Individual Study (3, 3)

Individual study under the direction of a member of the staff. By permission of the department.

499 – Internship (1–6)

Supervised off-campus experience, developed in consultation with the department. Credits variable.



THEATRE

Department of Theatre and Dance

Gregg Stull, *Chair & Career Advisor*

Faculty

Professor
Michael Joyce
Associate Professor
David E. Hunt, Jr.
Assistant Professor
Gregg Stull
Resident Costume Designer
Rosemary Ingham

The Program in Theatre

The major in Theatre provides a comprehensive program on which students can build graduate work or pursue professional opportunities. Essential to the program is the variety of courses available; techniques, theories, history, and literature are included. Equally essential are the many opportunities to perform in or work on theatre and dance productions.

The Theatre major emphasizes student leadership and responsibility. Students design, direct, choreograph, and stage manage mainstage productions, as well as fill other leadership positions in the department.

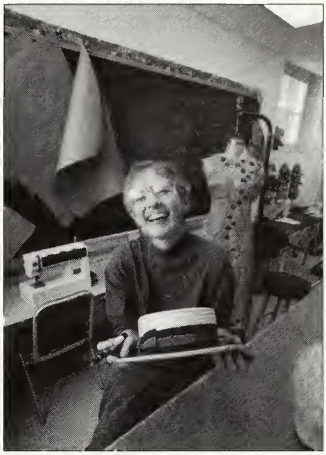
Theatre productions are presented in the 295-seat Klein Memorial Theatre and the flexible Studio 115 in the newly-renovated duPont Hall. Recent productions have included *Quilters, Agnes of God, Little Shop of Horrors, Twelfth Night, The Boys Next Door, Antigone,* and *Into the Woods.*.

Lectures and performances by visiting scholars and artists enrich the program. In recent years the campus has hosted such artists as Michael Kahn, Ming Cho Lee, Susan Tsu, Megan Terry, and Maria Irene Fornes.

Requirements for the Theatre Major

Thirty-seven (37) credits including Theatre 113, 131, 211, 212, 218, 321, 361, 362, 431, and 482; either Theatre 341, 433, or 434; and Dance 243.

In addition, all majors are required to enroll in Theatre Practicum each semester except during the semester of the Senior Project; students may count eight practicum credits toward graduation.



Theatre Course Offerings

111 – Introduction to Theatre (3)

A course for the general student designed to introduce the various elements of theatrical production.

113 – Introduction to Theatre Design (3)

A study of design elements and composition principles as they relate to stage scenery, costumes, and lighting. A survey of theatre design today. Laboratory.

131, 132 – Stagecraft (4, 4)

Theories and techniques of designing, building, painting and lighting stage settings; organization and operation of production crews. Laboratory.

211, 212 – Dramatic Literature (3, 3)

The reading and discussion of selected plays and of theatrical developments as an introduction to the theatre.

214 – Themes in Contemporary Drama (3)

Prerequisite: Theatre 212. Themes in contemporary dramatic literature. Topic varies.

218 – Voice and Body Movement (3)

Voice and body training to improve vocal quality, articulation, and posture and carriage.

240 – Stage Makeup (3)

Techniques and styles of stage makeup for theatre and dance.

242–Costumes and Clothing Construction (3)

An introduction to the principles of pattern development and clothing construction techniques. Projects will include contemporary and period styles. Students will work on costumes for departmental productions. Laboratory.

261 – Exercises in Creativity (4)

A course exploring the definitions of creativity, the theories behind creative behavior, and practical exercises to promote and enhance critical and creative thinking, problem solving, and creativity.

270, 271 – Special Studies in Theatre (3, 3)

Concentration on a single area of dramatic arts for general students. Topics vary from year to year.

280 – Stage Management (3)

An introduction to the theory and practice of stage management for the theatre.

281 – Theatre Management (3)

An introduction to current policies and practices of not-for-profit theatre.

290 – Scene Painting (3)

An examination of the technique and practical applications of painting for the stage.

291 – Fabric Dyeing and Painting (3)

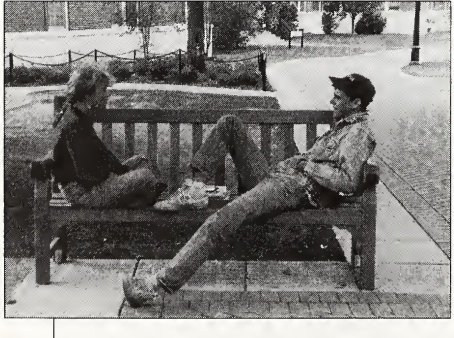
An introduction to the basics of fabric dyeing and painting and their specific applications for the theatre.

310 – Fashion History (3)

A survey of clothing, hair styles, and accessories from the ancient world to the present, with particular emphasis on the relationship of fashion to social, political and economic history.

321, 322 – Acting (4, 4)

Scene study and performance, creating characters, and ensemble training.



331 – Playwriting (3)

Writing for the stage. Exercises and practice in the structure of action, character development, dialogue, critical analysis.

341 – Costume and Clothing Design (3)

Prerequisite: Theatre 113. A study of the theories, methods and techniques used in costume and clothing design.

361, 362 – History of the Theatre (3, 3)

Theatres, production methods, dramatic conventions, key figures from the Greek period to the present in the Western world.

390 – Theatre Practicum (1)

Theatre Practicum awards credit for performance or other work on major productions of the department. A maximum of eight credits may count toward degree requirements.

411 – Acting Styles (4)

Prerequisite: Theatre 321. An examination of period style for the stage through scene study and performance.

431, 432 – Directing (3, 3)

Technique and practice of directing for the stage.

433 – Stage Lighting (3)

Prerequisite: Theatre 113. Theories and techniques of lighting stage productions; lighting instruments and equipment.

434 – Scene Design (3)

Prerequisite: Theatre 113. A study of the theories, methods, and techniques used in scenic design.

435 – Ideas in Permormance (3)

Prerequisite: Theatre 212. An examination of professional productions of the dramatic literature in Washington and New York. Readings and theatre trips.

451, 452 – Special Studies in Theatre (3, 3)

Concentration on a single area of dramatic arts. Topics vary from year to year.

482 – Senior Project (2)

Prerequisite: Permission of the advisor. This course may only be taken in one of the last two semesters. An independent project in Theatre supervised by the student's advisor.

491, 492 – Individual Study (1–3 each)

Individual study under the direction of a member of the department. By permission of the department.

499 – Internship (Credits variable)

Supervised off-campus experience, developed in consultation with the department.

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GRADUATE PROGRAM

The Master of Arts in Liberal Studies is a structured yet flexible interdisciplinary graduate program which emphasizes a liberal education. It is designed for adults who wish to enrich their personal and professional lives through a broad exposure to the liberal arts.

In the required course Ideas and Movements of the Western World, and in specially designed colloquia, students investigate complex problems, both historical and contemporary, under the leadership of professors from different disciplines.

In its range of elective courses, the program allows some specialization and allows students to pursue individual interests. In the creative or investigative project toward the end of the program, students may pursue any worthwhile project appropriate to the faculty, library, and laboratory resources of the College.

The Master of Arts in Liberal Studies degree is aimed particularly at mature students. Since the College assumes that most students will have obligations to job and family, classes are generally held in the evenings.

Mary Washington College is an active member of the Association of Graduate Liberal Studies Programs.

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MASTER OF ARTS IN LIBERAL STUDIES

Meta R. Braymer, *Dean of Graduate and Continuing Education*

Claudine L. Ferrell, *Chair, M.A.L.S.*

Faculty

Distinguished Professors

Lewis P. Fickett, Jr., *Political Science*
Donald E. Glover, *English*
John M. Kramer, *Political Science*
Richard J. Krickus, *Political Science*

Professors

Clavio F. Ascari, *Italian*
Bulent I. Atalay, *Physics*
Roger J. Bourdon, *History*
Fredrick Davidson, *Business*
Daniel A. Dervin, *English*
Philip L. Hall, *Chemistry*
Diane F. Hatch, *Classics*
Michael J. Joyce, *Theatre*
J. William Kemp, *English*
George King, *Physics*
Robert L. McConnell, *Geology*
Carol S. Manning, *English*
Aniano Peña, *Spanish*
Mary W. Pinschmidt, *Biology*
Roy H. Smith, *Psychology*
Brenda E. Vogel, *Education*
Richard H. Warner, *History*
Paul M. Zisman, *Education*

Associate Professors

Taddesse Adera, *English*
Porter R. Blakemore, *History*
Meta R. Braymer, *English*
Claudine L. Ferrell, *History*
Joella C. Killian, *Biology*
Marie P. Sheckels, *Mathematics*

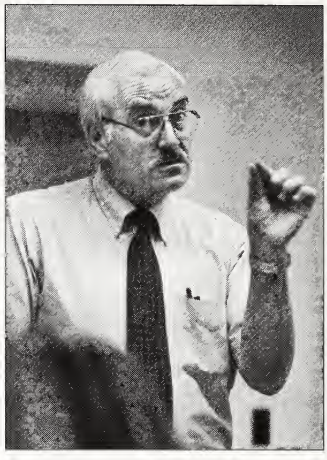
Assistant Professors

Teresa Kennedy, *English*
Adrienne C. May, *Education*
Bruce R. O'Brien, *History*
Donald N. Rallis, *Geography*
Margaret A. Ray, *Economics*

The M.A. in Liberal Studies Program

The Master of Arts in Liberal Studies program is specifically designed for area adults who wish to pursue a graduate degree part-time. It is a generalist rather than a professional program, with courses designed around central texts, ideas, movements, and problems in Western civilization. Many of the courses are interdisciplinary, and the faculty is drawn from many departments.

With the permission of the Dean of Graduate and Continuing Education and the instructor, advanced undergraduates may take selected M.A.L.S. courses for undergraduate credit.



M.A.L.S. Degree Requirements

Thirty (30) credits including M.A.L.S. 511 and 512; two colloquia (M.A.L.S. 520, 521, 522, 525, 526, 527, or 528); five elective courses; and M.A.L.S. 590. The following undergraduate courses may be taken as electives for graduate credit: Biology 323; Economics 312, 383, 384, and 405; Education 420; English 357, 375G, 400, 411B, 413C, and 457A; Historic Preservation 405, 460, and 465; Italian 396; Latin 404; Philosophy 321,322, 371, 372, 375, and 376; Physics 411, 412, 471D1, and 471D2; and Spanish 452.

Master of Arts in Liberal Studies Courses

511, 512 – Ideas and Movements of the Western World I, II (3, 3)

A broad view of the assumptions, ideas and movements that have made Western civilization; courses are interdisciplinary and explore major human achievements in a chronological perspective.

520 – Aging in Modern America (3)

Prerequisite: M.A.L.S. 511 and 512 or comparable interdisciplinary experience. An investigation of aging in America from the viewpoints of the scientist, the social scientist, and the humanist. The course asks how old age can be defined, what is known and understood about the process of aging, and where the aged belong in the family and society.

521 – Language Acquisition: Linguistic and Educational Perspectives (3)

Prerequisite: M.A.L.S. 511 and 512 or comparable interdisciplinary experience. Topics range from the innate mechanisms of language learning to theory of language production and reception and learning in structured situations.

522 – On Becoming Human (3)

Prerequisite: M.A.L.S. 511 and 512 or comparable interdisciplinary experience. Designed to study becoming human as a process that is racial, social and individual. Using the viewpoints of anthropology, biology, and psychology, students trace this process through cultural, scientific and literary materials.

525 – Introduction to Creativity (3)

Prerequisite: M.A.L.S. 511 and 512 or comparable interdisciplinary experience. An examination of creativity and the creative process. Students study creative breakthroughs, experiment with systems for developing creativity, and participate in projects designed to practice creative problem-solving.

526 – The Global Ocean: Economic and Environmental Perspectives (3)

Prerequisite: M.A.L.S. 511 and 512 or comparable interdisciplinary experience. An exploration of the current state and the future of the world's oceans designed for the layman. Covers such topics as coral reefs, polar oceans, coastal ecosystems, and marine environmental law.

527 – Darwin in the 20th Century: A Modern Myth? (3)

Prerequisites: M.A.L.S. 511 or 512 or comparable interdisciplinary experience. An exploration of Darwin's writings, an examination of the impact of those writings both on modern biological theory and society more generally, and a review of extensions of and challenges to current evolutionary theory.

528 – Racial and Cultural Identity in Non-Western Contexts (3)

Prerequisites: M.A.L.S. 511 and 512, or permission of instructors. This course grows out of the modern preoccupation with self-identity. It emphasizes the socio-historical approach to identity formation. It focuses on how non-western individuals have creatively responded to identities formed by both western education and traditional socialization.

540 – Forgery and History (3)

A chronological study of how forgery provides a key to a period's notion of truth, fact, reality, literacy, and myth. Strict attention is given to how forgery changes over time.

550 – Issues and Movements in Curriculum (3)

What are American schools teaching children and why? What influence have religion, government, business, minorities, and movements for student and teacher rights had on the curricula of American schools? These and other topics will be under discussion.

551 – The Scope of Cervantes and His Works (3)

An intensive study of Cervantes' masterpiece *Don Quijote* as a literary landmark in the development of the modern novel and as a socio-historical document of sixteenth-century Spain. Emphasis is given to Renaissance ideas and the realist vision of the Spanish Golden Era as *Una Edad Conflictiva*.

552 – Philosophy, Philology and Literature (3)

This course explores ideals and values of Greek society as they are expressed in tragedy, epic, philosophy and history. Students trace interrelationships between the works themselves and also between values expressed in the works.

553 – Historical Themes and Problems in Early Modern Europe (3)

An examination of major historical themes and historiographical controversies from the period 1559–1798 in European history. Topics include the debate on social class in Tudor and Stuart England, "The Becker Thesis," and continuity and change in the Enlightenment.

555 – Literary Criticism and the Creative Imagination (3)

An exploration of the theory and practice of literature as a crafted creation through reading major critics and applying their views to literary works by Sophocles, Shakespeare, Keats and others. Students learn how to develop their own theory and then apply it.

556 – Contemporary Dynamics in World Politics (3)

An in-depth study of the volatile and evolving contemporary international systems, forces, and challenges generated by the major participants in world politics, including the United States, Russia, China and Third World countries.

557 – English Prose Style: History, Principles and Practice (3)

Designed to develop an appreciation for and greater competence in English "plain style." The course investigates past practice, studies current issues, and provides for individual writing.

558 – Marine Ecology (4)

Prerequisites: Biology 121–122 or the equivalent, one year of college chemistry, invertebrate zoology, and one course in ecology. An introduction to biological, chemical, and physical aspects of various marine ecosystems. Field collecting and trips. Summer only.

560 – The Character of Physical Law (3)

Prerequisite: at least one college physical science course. A non-mathematical survey of important developments in physical science for the layman. Topics: origins and nature of science, classical physics, science and technology, the relativistic revolution, the quantum revolution, physical cosmology, birth and death of stars, the origin of life, epistemology.

561 – Continuity & Change in Human Behavior During the Life Cycle (3)

Prerequisite: general college psychology or the equivalent. An examination of behavior, cognition, and personality as they change during the life cycle. Topics: classical and current theory, current empirical research, study of unanswered questions.

562 – Chaucer and Boccaccio: The Art of the Courtly Poet (3)

Prerequisite: M.A.L.S. 511 or permission of instructor. A study of the development of courtly poetry in England with special reference to the influence of Boccaccian texts on Chaucer. Traces the development in England of such genres as the epic and romance as defined by the literary code of courtly convention developed on the continent.

563 – Dante's Divine Comedy *(3)*

A study of the *Divine Comedy* (in translation) as a literary landmark and historical document, emphasizing medieval structure and innovative realism.

564 – The Critical Mind (3)

A study of four major conceptions of mind in education: education as rational thinking, as mental development, as communication, as self-actualization. Focus on how these theories are translated into practice.

565 – U. S. National Security: Policies and Processes (3)

An evaluation of domestic and international factors bearing on the design and implementation of U.S. national security policies. Topics: strategic doctrine, key policy makers and institutions, projected national security problems and prospects.

568 – Virgil and Milton (3)

Prerequisite: M.A.L.S. 511. The course teaches students how to read two of the greatest poets in Western culture. It also illustrates the fact that for great writers literature is a system of inspirational conventions which transcend the minutiæ of local times, native languages, and trivial originality. Each class meeting has a lecture, a discussion period, and an oral reading.

569 – Contemporary Problems of the Third World (3)

An in-depth exploration of the historical, economic, and political factors which give rise to the Nationalist Revolution; examines in the Middle East and South Asia major political and economic problems common to Third World nations; and considers the impact of the Third World on world politics.

570 – Special Topics (3)

These topical courses—often for special occasions or audiences—cover such topics as the Vietnam war through film and literature, the rise and fall of apartheid, entomology, and teaching science.

573 – Professional Ethics (3)

This course raises and discusses moral and social problems that arise in the course of teaching, conducting business, counseling patients and clients, and allocating economic, health, and other vital resources. The object is to make students better professionals and better able to deal productively with professionals in other fields. Concepts covered include loyalty and integrity, authoritarianism and paternalism, the place of utilitarian considerations, and the role of principles in making moral and professional decisions.

574 – America's Revolutionary Generation: From Colonial Status to Independent Nation (3)

A study of the generation that initiated separation from Great Britain and created the American republic and the Constitution. Emphasis on social history and biography within the context of political thought and events.

575 – Young Adult Literature (3)

Origins and development of the body of literature written for and dealing with concerns and interests of young adult readers. Literary analysis of works and the development of teaching rationales.

576 – Understanding Shakespeare (3)

This course explores a sampling of Shakespeare's plays with particular attention to how he tells stories within the constraints of the theater. Frequent comparisons to sources, contemporaries, and modern playwrights.

577 – The American Dream: Nature, Progress, and Isolation (3)

An exploration of the central idea of America's definition of its values and vision as seen through literature and art. The course is organized around thematic contrasts and conflicts which are peculiarly American in their expression and resolution: nature *v.* civilization; innocence *v.* experience; the garden *v.* the machine; the heart *v.* the head; homegrown *v.* imported.

578 – The Great American Novel (3)

This course explores the concept of "the great American novel." It examines the mythology that lies behind the concept, gender issues related to it, and eight to ten novels considered contenders for the crown.

580 – The Epics of Homer (3)

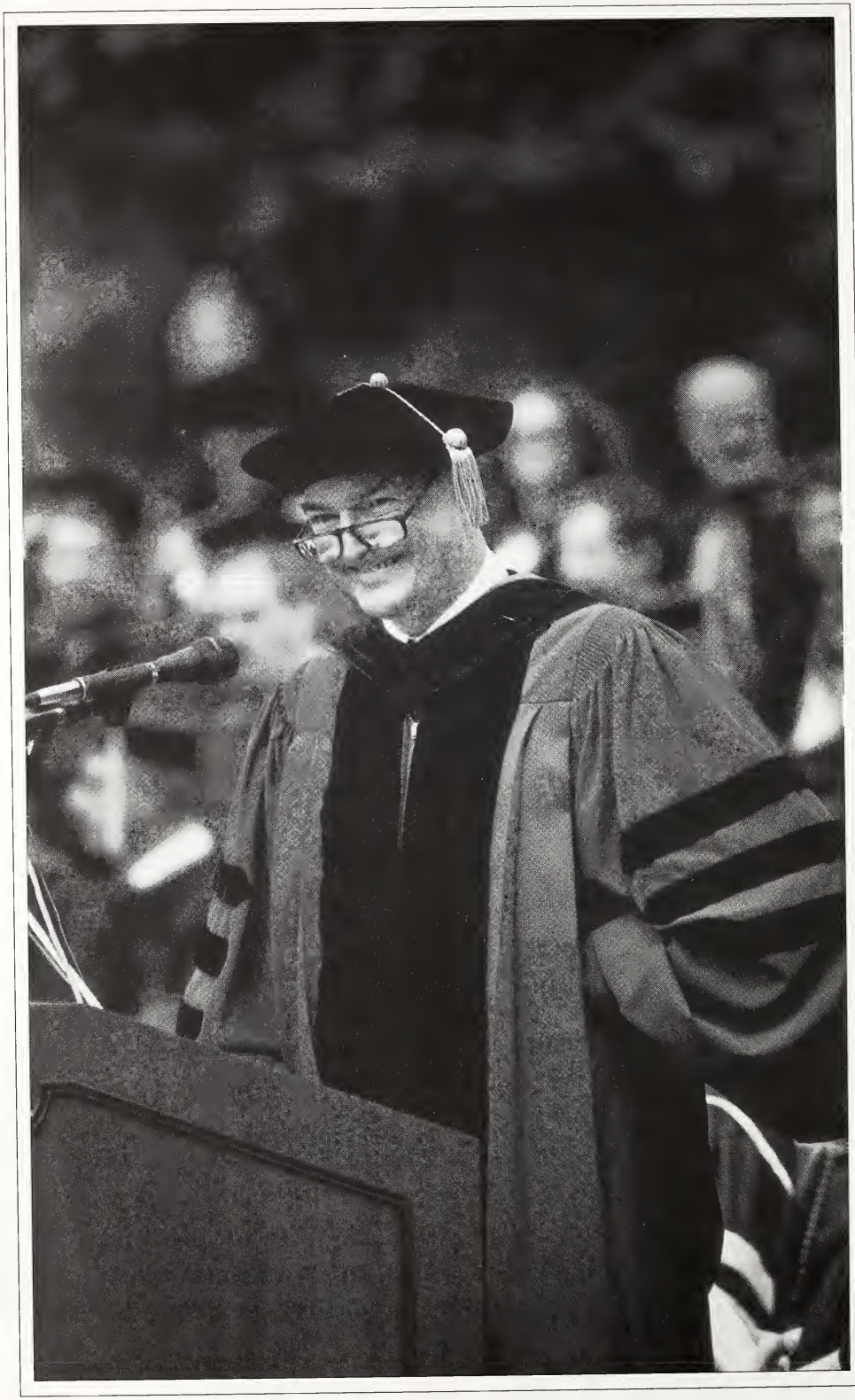
A study of the *Iliad* and the *Odyssey* as oral epics, as commentaries on Classical Greek culture, and as the ground from which Western literature arises. The course emphasizes direct engagement with the poems, illuminated by the archaeological record, literary criticism, and comparisons with other works.

590 – Individual Project (3)

Prerequisite: 21 hours of M.A.L.S. course work. A creative or investigative project proposed by the student, approved by the M.A.L.S. faculty, and guided by a member of the graduate faculty.

591, 592 – Individual Research (3, 3)

Individual study under the direction of a member of the M.A.L.S. faculty.



Directory

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Mr. Paul A. Dresser, Jr. ..... *Vice Rector*
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B.S., Mary Washington College

Shelli Wallis Short ..... *Assistant Vice President for Personnel Services and AAEEO*
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B.A., College of William and Mary; M.S., Shippensburg University

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B.A., Notre Dame College; M.A., University of Kansas

Edward H. Hegmann ..... *Director of Athletics*
B.S., Bucknell University; M.S., Springfield College; Ed.D., Temple University

John N. Pearce ..... *Director, James Monroe Museum & Memorial Library*
B.A., Yale University; M.A., University of Delaware

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B.A., Bowdoin College; M.A., Syracuse University

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Cedric B. Rucker ..... *Associate Dean for Student Activities & Director of the Campus Center*
B.A., Mary Washington College; M.A., University of Virginia

Elizabeth Whiston-Dean .... *Assistant Dean for Student Activities & Director of Community Services*
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Barbara J. Wagar ..... *Staff Psychologist*
A.B., Goucher College; J.D., University of Maryland School of Law; Ph.D., Baylor University

Ilma M. Overman, M.D. ..... *Director of Health Center and College Physician*
B.S., Mary Washington College; M.D., Medical College of Virginia

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Devena McLaurine ..... *Director of Development Research*
B.S., James Madison University

Monecia H. Naggs ..... *Director of Annual Giving*
B.S., Mary Washington College

Cynthia Snyder ..... *Director of Alumni Programs*
B.A., Mary Washington College

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B.A., M.A., George Mason University

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B.L.S., Mary Washington College

Carolyn Taylor ..... *Director of Auxiliary Services*
B.A., University of North Carolina; M.S., Virginia Commonwealth University

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B.S.M.E., U.S. Naval Academy

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A.B., College of Wooster; M.A., Ph.D., University of Chicago

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B.A., Maryville College; M.A., Ohio State University; Ph.D., University of Tennessee

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B.A., Brooklyn College; M.A., Hollins College; Ph.D., Syracuse University

William Ray Pope ..... *Assistant Vice President for Planning, Assessment, and Institutional Research*
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LeRoy S. Strohl ..... *Library Director*
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Charles D. Balthis ..... *Cataloger*
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B.B.C., North Carolina Central University; M.S.L.S., Atlanta University

Forrest McGill ..... *Director, Mary Washington College Galleries*
A.B., Cornell University; M.A., Ph.D., The University of Michigan

David J. Ayersman ..... *Director of Instructional Technology*
B.A., Marshall University; M.A., Ed.D., West Virginia University

Jane G. Gatewood ..... *Director of the Writing Center*
B.A., M.Ed., Georgia Southwestern College; Ph.D., University of Georgia

Renée Herrell ..... *Director of Career Services*
B.A., Virginia Polytechnic Institute and State University; M.Ed., George Mason University

Mary Becelia ..... *Assistant Director of Career Services*
B.A., M.Ed., University of Virginia

FACULTY

Ernest C. Ackermann, *Professor of Computer Science (1980, 1990)*
B.A., Montclair State College; M.A., Ph.D., Pennsylvania State University

Taddesse Adera, *Associate Professor of English (1989, 1995)*
B.A., Addis Ababa University; M.A., Ph.D., University of Washington

David K. Ambuel, *Assistant Professor of Philosophy (1992, 1992)*
B.A., Northwestern University; M.A., University of Munich; Ph.D., Northwestern University

Mehdi Aminrazavi, *Assistant Professor of Philosophy and Religion (1992, 1992)*
B.A., M.A., University of Washington; Ph.D., Temple University

Clavio F. Ascari, *Professor of Modern Foreign Languages (1965, 1979)*
Dottore in Lingue e Letterature Moderne, Università Bocconi

Bulent I. Atalay, *Professor of Physics (1966, 1974)*
B.S., M.S., Ph.D., Georgetown University

James E. Baker, *Distinguished Professor of Music (1965, 1990)*
B.S., M.Ed., Pennsylvania State University; D.M.A., Catholic University of America

Rosemary Barra, *Professor of Biology (1983, 1995)*
B.S., Duquesne University; Ph.D., Rutgers University

Valentina Baslyk, *Assistant Professor of Modern Foreign Languages (1991, 1995)*
B.A., Concordia University; M.A., McGill University; Ph.D., University of Toronto

Michael L. Bass, *Professor of Biology and Environmental Science (1968, 1983)*
A.A., Clinch Valley College; B.S., Virginia Polytechnic Institute & State University; M.S., Medical College of Virginia; Ph.D., Virginia Polytechnic Institute & State University

Norma W. Batchelder, *Associate Professor of Modern Foreign Languages (1981, 1987)*
B.A., Mary Washington College; M.A., University of Wisconsin; Ph.D., Ohio State University

J. Christopher Bill, *Professor of Psychology (1972, 1987)*
B.S., College of the Holy Cross; M.S., University of Bridgeport; Ph.D., Dartmouth College

Porter R. Blakemore, *Associate Professor of History (1979, 1987)*
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B.S., Loyola University of Los Angeles; M.A., Ph.D., University of California at Los Angeles

Marshall E. Bowen, *Distinguished Professor of Geography (1965, 1988)*
B.Ed., Plymouth Teachers College; M.A., Kent State University; Ph.D., Boston University

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Licence, Université Libre de Bruxelles; M.A., Ph.D., Princeton University

Gary L. Brown, *Assistant Professor of Biology (1994, 1995)*
B.S., M.S., Arizona State University; Ph.D., University of Oklahoma

Marc A. Brown, *Assistant Professor of Health and Physical Education (1994, 1995)*
B.A., California State University; M.A., University of North Carolina at Chapel Hill

Stephen J. Burton, *Assistant Professor of Music (1981, 1981)*
B.M.E., M.M.E., Florida State University; D.M.A., University of Cincinnati

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• **Note:** *Dates in parentheses indicate year of appointment to staff and year when present rank was attained. This listing includes all full-time teaching faculty of the College as of July 1, 1995.*

David W. Cain, *Distinguished Professor of Religion (1970, 1994)*
A.B., Princeton University; B.D., Yale University; M.A., Ph.D., Princeton University

Otho C. Campbell, *Associate Professor of History (1968, 1979)*
B.A., University of Richmond; M.A., American University; Ph.D., University of Virginia

W. Gardner Campbell, *Assistant Professor of English (1994, 1994)*
B.A., Wake Forest University; M.A., Ph.D., University of Virginia

Ellen M. Chafee, *Instructor in English (1995, 1995)*
B.A., M.A., University of Washington

Yuan-Jen Chiang, *Assistant Professor of Mathematics (1989, 1989)*
B.S., National Taiwan Normal University; M.A., Ph.D., Johns Hopkins University

Ana G. Chichester, *Assistant Professor of Spanish (1992, 1994)*
B.A., Mary Washington College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Virginia

Manning G. Collier, *Associate Professor of Mathematics (1982, 1988)*
B.S., Furman University; M.S., Ph.D., Vanderbilt University

Deborah A. Conway, *Assistant Professor of Physical Education (1987, 1991)*
A.A., Ferrum College; B.A., M.Ed., Lynchburg College

Carole B. Corcoran, *Associate Professor of Psychology (1985, 1991)*
B.A., Wittenberg University; M.A., Ph.D., Miami University

William B. Crawley, Jr., *Rector and Visitors Chair & Distinguished Professor of History (1970, 1994)*
B.A., Hampden-Sydney College; M.A., Ph.D., University of Virginia

Timothy A. Crippen, *Professor of Sociology (1982, 1994)*
A.B., Indiana University; M.A., Ph.D., University of Texas at Austin

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B.S., B.A., University of Hartford; M.B.A., University of Connecticut; D.B.A., George Washington

Rita T. D'Arcangelis, *Associate Professor of Computer Science (1990, 1994)*
B.A., M.A., State University of New York at Albany; Ph.D., University of Texas at Arlington

Jean A. Dabb, *Assistant Professor of Art (1992, 1992)*
B.A., Weber State College; M.A., University of Massachusetts; Ph.D., University of Michigan

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B.S., Texas A & M University; M.B.A., Ph.D., University of Pittsburgh

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B.A., M.A., Brigham Young University

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B.S., M.B.A., University of Virginia; Ph.D., George Washington University

Daniel A. Dervin, *Professor of English (1967, 1982)*
B.A., Creighton University; M.A., Ph.D., Columbia University

Joseph C. DiBella, *Professor of Art (1977, 1988)*
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Betty P. Durrer, *Senior Lecturer in Mathematics (1985, 1985)*
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Jennifer L. Eichstedt, *Assistant Professor of Sociology (1995, 1995)*
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Samuel T. Emory, Jr., *Distinguished Professor of Geography (1959, 1988)*
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Gano S. Evans, *Professor of Business Administration (1988, 1988)*
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James Farmer, *Distinguished College Professor of History (1985, 1994)*
B.S., Wiley College; B.D., Howard University School of Religion; H.H.D., La Universidad de las Americas; D.Hum.L., Sojourner-Douglass College; LL.D., University of Rhode Island

B. K. Faunce, *Assistant Professor of English (1993, 1993)*
B.A., M.A., University of the Pacific; Ph.D., University of California

Claudine L. Ferrell, *Associate Professor of History (1984, 1990)*
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Lewis P. Fickett, Jr., *Distinguished Professor of Political Science (1963, 1988)*
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B.A., Mary Washington College; M.M., University of Michigan; Ph.D., Catholic University of America

Victor A. Fingerhut, *Associate Professor of Political Science (1967, 1971)*
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Stephen W. Fuller, *Professor of Biology (1972, 1984)*
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B.S., M.S., Ph.D., Pennsylvania State University

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B.A., Bryn Mawr College; B.Litt., D.Phil., Oxford University

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B.S., Mary Washington College; M.A., University of Virginia

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B.A., State University of New York at Buffalo; M.F.A., University of California at Los Angeles

Jean G. Hunt, *Assistant Professor of Dance (1977, 1981)*
B.A., Mary Washington College; M.M., Florida State University

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B.S., M.A., Southwest Texas State University; Ph.D., University of Texas

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B.S., University of Michigan; M.S., University of Texas; Ph.D., University of Michigan

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B.A., University of Montana; M.L.E., St. John's College

Michael J. Joyce, *Professor of Theatre (1980, 1993)*
B.A., Loyola College; M.F.A., Catholic University of America

Christina Kakavá, *Assistant Professor of English and Linguistics (1994, 1994)*
B.A., University of Athens; M.S., Ph.D., Georgetown University

J. William Kemp, *Professor of English (1970, 1986)*
B.A, Millsaps College; M.A., Mississippi State University; Ph.D., University of South Carolina

Teresa A. Kennedy, *Assistant Professor of English (1991, 1991)*
B.A., M.A., Ph.D., Catholic University of America

Joella C. Killian, *Associate Professor of Biology (1984, 1990)*
B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro; Ph.D., North Carolina State University

Christopher T. Kilmartin, *Associate Professor of Psychology (1989, 1995)*
B.S., M.S., Frostburg State College; M.S., Ph.D., Virginia Commonwealth University

George King, III, *Professor of Physics (1987, 1994)*
B.A., Talladega College; M.S., Ph.D., Stanford University

Margaret A. Klayton, *Assistant Professor of Business Administration (1989, 1989)*
B.B.A., M.B.A., Eastern New Mexico University; Ph.D., Virginia Commonwealth University

Janusz Konieczny, *Assistant Professor of Mathematics (1992, 1992)*
M.S, Jagiellonian University; Ph.D., Pennsylvania State University

Leonard R. Koos, *Assistant Professor of Modern Foreign Languages (1992, 1992)*
B.A., University of California at Los Angeles; M.A., M.Phil., Ph.D., Yale University

John M. Kramer, *Distinguished Professor of Political Science (1971, 1990)*
B.A., LaSalle College; M.A., Ph.D., University of Virginia

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B.A., College of William and Mary; M.A., University of Massachusetts; Ph.D., Georgetown University

J. Larry Lehman, *Associate Professor of Mathematics (1986, 1992)*
B.A., Eastern Mennonite College; Ph.D., University of Virginia

Bernard C. Lemoine, *Professor of Music (1965, 1977)*
B.M., Oberlin Conservatory of Music; M.M., University of Illinois; Ph.D., Catholic University of America

Lynn O. Lewis, *Associate Professor of Biology (1989, 1995)*
B.S., Ph.D., Virginia Polytechnic Institute & State University

William Henry Lewis, *Assistant Professor of English (1995, 1995)*
B.A., Trinity College; M.F.A., University of Virginia

Robert E. Liebau, *Senior Lecturer in Health and Physical Education (1986, 1986)*
B.S., M.S.Ed., Virginia Polytechnic Institute & State University; M.S.Ed., Old Dominion University

Stephen L. Lipscomb, *Professor of Mathematics (1981, 1990)*
B.A., Fairmont State College; M.A., West Virginia University; Ph.D., University of Virginia

Kathryn E. Loesser-Casey, *Assistant Professor of Biology (1994, 1994)*
B.A., Drew University; Ph.D., Rutgers University and University of Medicine and Dentistry of New Jersey–Robert Wood Johnson Medical School

David J. Long, *Professor of Music (1980, 1991)*
B.M., Arizona State University; M.M., D.M.A., North Texas State University

Bruce D. MacEwen, *Professor of Psychology (1969, 1979)*
B.A., LaVerna College; M.A., University of California at Los Angeles; Ph.D., Arizona State University

Vicky M. MacLean, *Assistant Professor of Sociology (1992, 1992)*
B.S., University of Tulsa; M.A., Ph.D., Duke University

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B.S., M.S., Boston College; Ph.D., University of New Hampshire

Carol S. Manning, *Professor of English (1982, 1994)*
B.A., Delta State College; M.A., University of Kentucky; Ph.D., State University of New York at Albany

Adrienne C. May, *Assistant Professor of Education (1982, 1991)*
B.A., M.A.L.S., Mary Washington College; Ed.D., University of Virginia

Christine A. McBride, *Assistant Professor of Psychology (1994, 1994)*
B.A., University of Portland; M.A., Ph.D., University of California at Riverside

Venitta C. McCall, *Associate Professor of Education (1980, 1995)*
B.S., Niagara University; M.B.A., University of North Florida; Ed.D., Virginia Polytechnic Institute and State University

Robert L. McConnell, *Professor of Geology (1981, 1993)*
B.S., M.S., University of Tennessee; Ph.D., University of California at Santa Barbara

Sammy R. Merrill, *Professor of Modern Foreign Languages (1973, 1987)*
B.A., Wake Forest University; M.A., Duke University; Ph.D., Cornell University

Patricia L. Metzger, *Associate Professor of Business Administration (1985, 1989)*
B.S., University of Maryland; M.B.P.A., M.S.T., Southeastern University; M.A.L.S., Mary Washington College

Kelli E. Miller, *Senior Lecturer in Chemistry (1995, 1995)*
B.S., Mary Washington College; Ph.D., University of Virginia

Thomas G. Moeller, *Professor of Psychology (1973, 1988)*
B.A., Marquette University; M.A., Ph.D., University of Iowa

John T. Morello, *Associate Professor of Speech (1989, 1989)*
A.B., College of William and Mary; M.A., Northern Illinois University; Ph.D., Wayne State University

W. Brown Morton, III, *Woodard Chair & Associate Professor of Historic Preservation (1986, 1995)*
B.A.H., University of Virginia; Diplome, Ministère des Affairs Culturelles, Service des Monuments Historiques, Paris

Paul C. Muick, *Professor of Art (1964, 1973)*
B.F.A., Ohio State University; A.M., University of Chicago; Ph.D., Ohio State University

Debra Nails, *Assistant Professor of Philosophy (1994, 1994)*
B.A., Louisiana State University; M.A., University of Kansas; Ph.D., University of the Witwatersrand

Joseph W. Nicholas, *Assistant Professor of Geography (1991, 1991)*
B.A., Bemidji State University; M.S., University of North Dakota; Ph.D., University of Georgia

Lorene C. Nickel, *Associate Professor of Art (1981, 1987)*
B.A., Goshen College; M.F.A., University of Florida

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B.A., Douglass College; M.A., Ph.D., University of Wisconsin

Nikola M. Nikolic, *Professor of Physics (1969, 1974)*
B.S., Belgrade University; M.A., Ph.D., Columbia University

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B.A., Case Western Reserve University; Ph.D., Temple University

Patricia P. Norwood, *Professor of Music (1977, 1991)*
B.M., Wheaton College; M.M., Ph.D., University of Texas at Austin

Bruce R. O'Brien, *Assistant Professor of History (1990, 1990)*
B.A., St. Olaf College; M.A., M. Phil., Ph.D., Yale University

Deborah A. O'Dell, *Assistant Professor of Biology (1992, 1992)*
B.S., Ursinus College; Ph.D., State University of New York at Stony Brook

Marjorie Och, *Assistant Professor of Art (1994, 1994)*
B.A., Towson State University; M.A., University of Delaware; Ph.D., Bryn Mawr College

Joan T. Olson, *Associate Professor of Sociology (1979, 1985)*
B.A., Wheaton College; M.A., Michigan State University; Ph.D., Northwestern University

Richard P. Palmieri, *Professor of Geography (1977, 1990)*
B.S., State College at Boston; M.A., University of Texas at Austin; Ph.D., University of California at Davis

Judith A. Parker, *Assistant Professor of English and Linguistics (1987, 1992)*
B.A., Sarah Lawrence College; M.A., Ph.D., Brown University

Aniano Peña, *Professor of Modern Foreign Languages (1974, 1987)*
M.A., Temple University; Ph.D., University of Pennsylvania

Larry W. Penwell, *Associate Professor of Psychology and Business Administration (1989, 1995)*
B.A., M.A., Ph.D., University of Cincinnati

Mary W. Pinschmidt, *Professor of Biology (1964, 1981)*
A.B., Western Maryland College; A.M., Duke University; Ph.D., Medical College of Virginia

Allyson M. Poska, *Assistant Professor of History (1992, 1992)*
B.A., Johns Hopkins University; M.A., Brown University; Ph.D., University of Minnesota

Andrea R. Purdy, *Assistant Professor of Modern Foreign Languages (1987, 1987)*
B.A., Wichita State University; M.A., Ph.D., Texas Tech University

Donald N. Rallis, *Assistant Professor of Geography (1990, 1992)*
B.A., University of the Witwatersrand; M.A., University of Miami; Ph.D., Pennsylvania State University

Margaret A. Ray, *Assistant Professor of Economics (1993, 1993)*
B.S., Oklahoma State University; M.A., Western Illinois University; Ph.D., University of Tennessee

Joanna L. Reynolds, *Associate Professor of Modern Foreign Languages (1968, 1986)*
A.B., Wesleyan College; M.A., Duke University; Ph.D., George Washington University

John H. Reynolds, *Professor of Computer Science (1983, 1993)*
A.S., Eastern Oklahoma A & M; B.S., Southeastern State College; M.S., State University of New York at Stony Brook

Mary B. Rigsby, *Assistant Professor of English (1992, 1992)*
B.A., M.A., Ph.D., Temple University

Eugene Roscoe, *Senior Lecturer in Dance (1993, 1993)*
B.A., University of Maryland

Mark J. Rozell, *Associate Professor of Political Science (1986, 1992)*
B.A., Eisenhower College; M.A., Ph.D., University of Virginia

Curtis R. Ryan, *Assistant Professor of Political Science (1995, 1995)*
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B.A., Trinity University; M.A., Ph.D., Columbia University

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B.A., College of William and Mary; M.A., Ph.D., University of Maryland

Douglas W. Sanford, *Assistant Professor of Historic Preservation (1994, 1995)*
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B.A., Saint Mary's College; M.A., Pennsylvania State University; Ph.D., University of Maryland

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B.S., Lock Haven State College; M.S.Ed., James Madison University

Raman K. Singh, *Professor of English (1967, 1980)*
B.A., Saint Stephen's College; M.A., Western Michigan University; Ph.D., Purdue University

Harry J. Skinker, *Senior Lecturer in Business Administration (1982, 1987)*
B.S., Virginia Polytechnic Institute & State University; M.B.A., University of Alabama

Constance F. Smith, *Senior Lecturer in English (1970, 1983)*
B.A., University of Maryland; M.A., University of Pennsylvania

Roy H. Smith, *Professor of Psychology (1970, 1980)*
B.S., University of Tennessee; Ph.D., University of Pennsylvania

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B.A., Butler University; M.S., Ph.D., University of Georgia

M. Gregg Stull, *Assistant Professor of Theatre (1993, 1993)*
B.A., Mary Washington College; M.A., University of Maryland

Suzanne Sumner, *Assistant Professor of Mathematics (1992, 1992)*
B.S., University of North Carolina; M.S., Ph.D., North Carolina State University

Arthur L. Tracy, *Associate Professor of History and American Studies (1968, 1975)*
B.A., Barrington College; M.A., Ph.D., American University

Craig R. Vasey, *Associate Professor of Philosophy (1986, 1992)*
B.A., Towson State College; Doctorate, Université de Paris; Ph.D., Brown University

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A.B., Dartmouth College; M.A., Ph.D., New York University

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B.A., M.A., Ph.D., Florida State University

Marie A. Wellington, *Associate Professor of Modern Foreign Languages (1991, 1994)*
B.A., Wellesley College; A.M., Ph.D., Harvard University

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B.S., University of Wisconsin, Eau Claire; M.S., Ph.D., University of Wisconsin, Madison

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B.A., Catawba College; M.B.A., University of Alabama

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B.A., University of Virginia; J.D., University of Virginia Law School

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B.A., Columbia University; Ph.D., Yale University

Marsha Zaidman, *Associate Professor of Computer Science (1982, 1991)*
B.S., Brooklyn College; M.S., George Washington University

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B.A., College of William and Mary; M.A.T., Howard University; Ph.D., Catholic University of America

Susan J. Hanna
1933–1994
Professor of English

EMERITI

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B.A., Randolph-Macon College; M.A., Ph.D., University of Virginia; LL.D., Randolph-Macon College; Litt.D., Flagler College; D.Hum.L., Mary Washington College

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B.A., Emory and Henry College; M.Ed., Ed.D., University of Virginia

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Reginald W. Whidden, *Dean Emeritus and Professor Emeritus of English*
B.A., M.A., McMaster University; Ph.D., Yale University

FACULTY EMERITI

Margaret E. Arnold, *Associate Professor Emerita of Health, Physical Education and Recreation*
B.A., Russell Sage College; M.A., Columbia University

Rachel J. Benton, *Professor Emerita of Health, Physical Education and Recreation*
B.A., De Pauw University, M.A., Ph.D., State University of Iowa

Julien Binford, *Professor Emeritus of Art*
Graduate, Art Institute of Chicago; Ryerson Fellowship for study in France; Virginia Museum Senior Fellowship; Rosenwald Fellowship.

Juliette Breffort Blessing, *Professor Emerita of Modern Foreign Languages*
L.ès L., University of Lille; D.E.S., University of Paris; Diplome de L'Institut d'Études Politiques de Paris; Doct. U., University of Dijon

Joseph Bozicevic, *Professor Emeritus of Modern Foreign Languages*
B.S., Juniata College; M.A., Middlebury College; Ph.D., Georgetown University

Nathaniel Brown, *Professor Emeritus of English*
B.A., Princeton University; M.A., Syracuse University; Ph.D., Columbia University

Stanley F. Bulley, *Professor Emeritus of Music*
L.R.A.M., Royal Academy of Music; Mus.Bac., Mus.Doc., University of Toronto; A.R.C.O., Royal College of Organists

Herbert L. Cover, *Professor Emeritus of Chemistry*
B.S., M.S., Ph.D., University of Virginia

Eileen K. Dodd, *Professor Emerita of Psychology*
Ph.B., Muhlenburg College; M.A., Ph.D., New York University

Mildred A. Droste, *Associate Professor Emerita of Health and Physical Education*
B.S., Longwood College; M.Ed., Women's College of the University of North Carolina

Albert G. Duke, *Associate Professor Emeritus of Speech*
A.B., M.A., Syracuse University

Delmont F. Fleming, *Professor Emeritus of English*
B.A., Eastern Baptist College; M.A., Ph.D., University of Pennsylvania

Anne F. Hamer, *Associate Professor Emerita of Music*
B.M., University of Michigan; M.M., The Catholic University of America

Anna Mae Harris, *Associate Professor Emerita of Mathematical Sciences*
B.A., Mary Washington College; M.A., University of Virginia

Sonja Dragomanovic Haydar, *Professor Emerita of Dance*
Professional Dance Certificate, Zagreb State Opera Ballet School; Diploma, Meister für Tranz, Berlin; Mozarteum Conservatory of Music, Salzburg

Rosemary H. Herman, *Associate Professor Emerita of Modern Foreign Languages*
A.B., Woman's College of the University of North Carolina; M.A., University of North Carolina

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B.A., University of Toronto; M.A., University of British Columbia; Ph.D., University of Chicago

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A.B., Wellesley College; M.A., University of New Hampshire; Ph.D., University of Kansas

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A.B., Randolph-Macon Women's College; M.A., Ph.D., University of Pennsylvania

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B.S., M.S., State University of New York at New Paltz; Ed.D., University of Virginia

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B.A., University of Colorado; M.S., Oregon State University

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A.B., Lynchburg College; M.S., Ph.D., University of Wisconsin

Rose Mary Johnson, *Professor Emerita of Biological Sciences*
A.B., Hood College; M.A., Ph.D., University of Virginia

Thomas L. Johnson, *Professor Emeritus of Biological Sciences*
B.A., Lynchburg College; M.A., Ph.D., University of Virginia

Pauline G. King, *Professor Emerita of Art*
B.S., Mary Washington College; M.A., George Peabody College; Ph.D., University of Chicago

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B.S., Knox College; M.A., Ph.D., University of Illinois

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B.M., M.M., Dana School of Music; Ph.D., State University of Iowa

Barbara S. Meyer, *Professor Emerita of Art*
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Nancy H. Mitchell, *Professor Emerita of English*
B.A., Swarthmore College; M.A., Yale University; Ph.D., The Catholic University of America

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B.A., Smith College; A.M., Duke University; Ph.D., Catholic University of America

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B.A., M.A., University of North Carolina; Ph.D., University of Virginia

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B.S., Mount Union College; M.S., Ohio State University; Ph.D., Duke University

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B.S., Women's College of the University of North Carolina; M.A., New York University

Carmen L. Rivera, *Professor Emerita of Modern Foreign Languages*
B.A., University of Puerto Rico; M.A., Florida State College for Women; Ph.D., University of Salamanca

Paul C. Slayton, Jr., *Distinguished Professor Emeritus of Education*
B.S., M.Ed., Ed.D., University of Virginia

Charles A. Sletten, *Professor Emeritus of Sociology*
B.A., University of Virginia; A.M., Ph.D., Harvard University

Mary Ellen Stephenson, *Professor Emerita of Modern Foreign Languages*
B.A., Westhampton College; M.A., Middlebury College; Ph.D., University of Chicago

Glen R. Thomas, *Professor Emeritus of American Studies*
B.A., Stanford University; M.A., The American University; Ph.D., Emory University

Joseph C. Vance, *Professor Emeritus of History*
B.A., M.A., Ph.D., University of Virginia

George Montgomery Van Sant, *Professor Emeritus of Philosophy*
A.B., St. John's College; M.A., Ph.D., University of Virginia

Katharine F. Wells, *Associate Professor Emerita of Health, Physical Education, and Recreation*
B.S., New York University; Ed.M., Boston University; M.S., Wellesley College; Ph.D., State University of Iowa

Janet F. Wishner, *Professor Emerita of Philosophy*
B.A., University of Leeds; M.A., Bedford College, University of London; Ph.D., University of Georgia

Lawrence Wishner, *Professor Emeritus of Chemistry*
B.A., M.A., Ph.D., University of Maryland, College Park

Rebecca T. Woosley, *Associate Professor Emerita of Health and Physical Education*
A.B., Women's College of the University of North Carolina; B.S., Mary Washington College; M.S., Louisiana State University

Janet G. Zeleznock, *Associate Professor Emerita of Mathematics*
B.S., Saint Francis College; M.A., Duquesne University

Benjamin F. Zimdars, *Professor Emeritus of History*
B.A., North Central College; M.A., University of Wisconsin; Ph.D., University of Texas

FACULTY AWARDS

Mary Washington College presents two awards to members of the faculty each year at the Commencement ceremonies. The Grellet C. Simpson Award, established in 1972, reflects the importance placed by the College on its primary mission as an undergraduate, teaching institution. The Young Faculty Award, established in 1989, recognizes and encourages the achievement and contribution of faculty who have been at the College from two to five years.

GRELLET C. SIMPSON AWARD

This award, named for President Emeritus Grellet C. Simpson, was made possible by an anonymous donor. It is presented to a faculty member in recognition of excellence in undergraduate teaching.

1972 Carmen L. Rivera, *Professor of Modern Foreign Languages*
1973 Sidney H. Mitchell, *Professor of English*
1974 Anna S. Hoye, *Professor of Biology*
1975 Earl G. Insley, *Professor of Chemistry*
1976 Donald E. Glover, *Professor of English*
1977 Glen R. Thomas, *Professor of American Studies*
1978 Nancy H. Mitchell, *Professor of English*
1979 Elizabeth A. Clark, *Professor of Religion*
1980 Janet G. Zeleznock, *Associate Professor of Mathematical Sciences*
1981 Arthur L. Tracy, *Associate Professor of History*
1982 Mary W. Pinschmidt, *Professor of Biological Sciences*
1983 Joseph C. DiBella, *Associate Professor of Art*
1984 Bernard L. Mahoney, Jr., *Professor of Chemistry*
1985 Susan J. Hanna, *Professor of English*
1986 George M. Van Sant, *Professor of Philosophy*
1987 Marshall E. Bowen, *Professor of Geography*
1988 Joanna L. Reynolds, *Associate Professor of Modern Foreign Languages*
1989 Roger J. Bourdon, *Professor of History*
1990 Michael J. Joyce, *Associate Professor of Dramatic Arts*
1991 Richard M. Zeleznock, *Assistant Professor of Mathematics*
1992 David W. Cain, *Professor of Religion*
1993 Sammy R. Merrill, *Professor of Modern Foreign Languages*
1994 William B. Crawley, Jr., *Distinguished Professor of History*
1995 Lewis P. Fickett, Jr., *Distinguished Professor of Political Science*

ALUMNI ASSOCIATION OUTSTANDING YOUNG FACULTY MEMBER AWARD

Supported by the College's Alumni, this award recognizes an outstanding member of the faculty who has been at the College from two to five years.

1989 James E. Goehring, *Assistant Professor of Religion*
1990 George King, III, *Associate Professor of Physics*
1991 Grant R. Woodwell, *Assistant Professor of Geology*
1992 Larry W. Penwell, *Assistant Professor of Psychology*
1993 John T. Morello, *Associate Professor of Speech*
1994 Suzanne Sumner, *Assistant Professor of Mathematics*
1995 M. Gregg Stull, *Assistant Professor of Theatre*

College Calendar

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FALL SEMESTER	1995	1996
Residence halls open 8:15 a.m.–noon for entering freshmen	Thursday, August 24	Thursday, August 22
Residence halls open 9:00 a.m.–noon for new transfer students	Friday, August 25	Friday, August 23
Residence halls open 1:00–5:00 p.m. for returning students	Saturday, August 26	Saturday, August 24
Residence halls open 9:00 a.m.–5:00 p.m. for returning students	Sunday, August 27	Sunday, August 25
Convocation	Sunday, August 27	Sunday, August 25
Late registration; Drop/Add begins	Monday, August 28	Monday, August 26
Classes begin	Monday, August 28	Monday, August 26
Last day to add courses	Friday, September 1	Friday, August 30
Last day to change to or from pass/fail	Friday, September 8	Friday, September 6
Last day to drop courses without penalty	Friday, September 15	Friday, September 13

	1995	1996
Major Declaration cards due	Tuesday, September 19	Tuesday, September 17
Family Weekend	Friday–Sunday September 22–24	Friday–Sunday September 27–29
Fall Break begins at 5:00 p.m.; Residence halls close at 7:00 p.m.	Friday, October 13	Friday, October 11
Residence halls open at 2:00 p.m.	Tuesday, October 17	Tuesday, October 15
Fall Break ends at 8:00 a.m.	Wednesday, October 18	Wednesday, October 16
Mid-Semester Progress Reports due by 10:00 a.m.	Thursday, October 19	Thursday, October 17
No withdrawals from specific courses after this date	Friday, November 3	Friday, November 1
Advanced registration for upcoming Spring semester	Monday–Friday Oct. 30–Nov. 17	Monday–Friday November 4–22
Thanksgiving break begins at 8:00 a.m.; Residence halls close at 10:00 a.m.	Wednesday November 22	Wednesday November 27
Residence halls open at 2:00 p.m.	Sunday, November 26	Sunday, December 1
Thanksgiving break ends at 8:00 a.m.	Monday, November 27	Monday, December 2
Classes end	Friday, December 8	Friday, December 6
Reading Period	Saturday & Sunday December 9 & 10	Saturday & Sunday December 7 & 8
Final Examinations	Monday–Saturday December 11–16	Monday–Saturday December 9–14
Reading Period	Sunday, December 17	Sunday, December 15
Final Examinations	Monday–Tuesday December 18–19	Monday–Tuesday December 16–17
Residence halls close at 7:00 p.m.	Tuesday, December 19	Tuesday, December 17

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SPRING SEMESTER	1996	1997
Residence halls open 2:00–5:00 p.m. for new students	Sunday, January 7	Sunday, January 12
New student registration	Monday, January 8	Monday, January 13
For returning students: Residence halls open 9:00 a.m.–5:00 p.m.; late registration; Drop/Add begins	Tuesday, January 9	Tuesday, January 14
Classes begin	Wednesday, January 10	Wednesday, January 15
Last day to add courses	Monday, January 15	Monday, January 20
Last day to change to or from pass/fail	Monday, January 22	Monday, January 27
Major Declaration cards due	Tuesday, January 23	Tuesday, January 28
Last day to drop courses without penalty	Monday, January 29	Monday, February 3
Mid-Semester Progress Reports due by 10:00 a.m.	Thursday, February 29	Thursday, March 6
Spring Break begins at 5:00 p.m.; Residence halls close at 7:00 p.m.	Friday, March 1	Friday, March 7
Residence halls open at 2:00 p.m.	Sunday, March 10	Sunday, March 16
Spring Break ends at 8:00 a.m.	Monday, March 11	Monday, March 17
Outcomes Assessment testing for graduating seniors who are currently enrolled	Monday–Sunday March 18–31	Monday–Sunday March 24–April 6
No withdrawals from specific courses after this date	Friday, March 22	Friday, March 28
Advanced registration for upcoming Fall semester	Monday–Friday April 1–19	Monday–Friday April 7–25
Classes end	Tuesday, April 23	Tuesday, April 29
Reading Period	Wednesday, April 24	Wednesday, April 30
Final Examinations	Thursday–Saturday April 25–27	Thursday–Saturday May 1–3
Reading Period	Sunday, April 28	Sunday, May 4
Final Examinations	Monday–Friday April 29–May 3	Monday–Friday May 5–9
Residence halls close at 7:00 p.m. for all students who are not candidates for graduation	Friday, May 3	Friday, May 9
Commencement	Saturday, May 11	Saturday, May 17
Residence halls close at 3:00 p.m.	Saturday, May 11	Saturday, May 17

FIRST SUMMER TERM	1996	1997
Registration (ongoing)	Monday–Friday April 8–May 17	Monday–Friday April 14–May 23
Residence halls open at 2:00 p.m.	Sunday, May 19	Sunday, May 25
Classes begin	Monday, May 20	Monday, May 26
Last day to add courses	Wednesday, May 22	Wednesday, May 28
Memorial Day (no classes)	Monday, May 27	Monday, May 26
Daytime classes to be made up on . . .	*Friday, May 31*	*Friday, May 30*
Evening classes to be made up on . . .	*Wednesday, May 29*	*Wednesday, May 28*
Last day to drop courses without penalty, or change to pass/fail	Tuesday, May 28	Tuesday, June 3
No withdrawals from specific courses after this date	Monday, June 3	Monday, June 9
Classes end	Tuesday, June 18	Tuesday, June 24
Reading Period	Wednesday, June 19	Wednesday, June 25
Examinations	Thursday, June 20	Thursday, June 26
Residence halls close at 10:00 a.m.	Friday, June 21	Friday, June 27

SECOND SUMMER TERM	1996	1997
Registration (ongoing)	Monday–Friday April 8–June 21	Monday–Friday April 14–June 27
Residence halls open at 2:00 p.m.	Sunday, June 23	Sunday, June 29
Classes begin	Monday, June 24	Monday, June 30
Last day to add courses	Wednesday, June 26	Wednesday, July 2
Independence Day (no classes)	Thursday, July 4	Friday, July 4
Daytime classes to be made up on . . .	*Friday, June 28*	—
Evening classes to be made up on . . .	*Wednesday, June 26*	—
Last day to drop courses without penalty, or change to pass/fail	Monday, July 1	Monday, July 7
No withdrawals from specific courses after this date	Monday, July 8	Monday, July 14
Classes end	Tuesday, July 23	Tuesday, July 29
Reading Period	Wednesday, July 24	Wednesday, July 30
Examinations	Thursday, July 25	Thursday, July 31
Residence halls close at 10:00 a.m.	Friday, July 26	Friday, August 1

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1995

JULY

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1996

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1997

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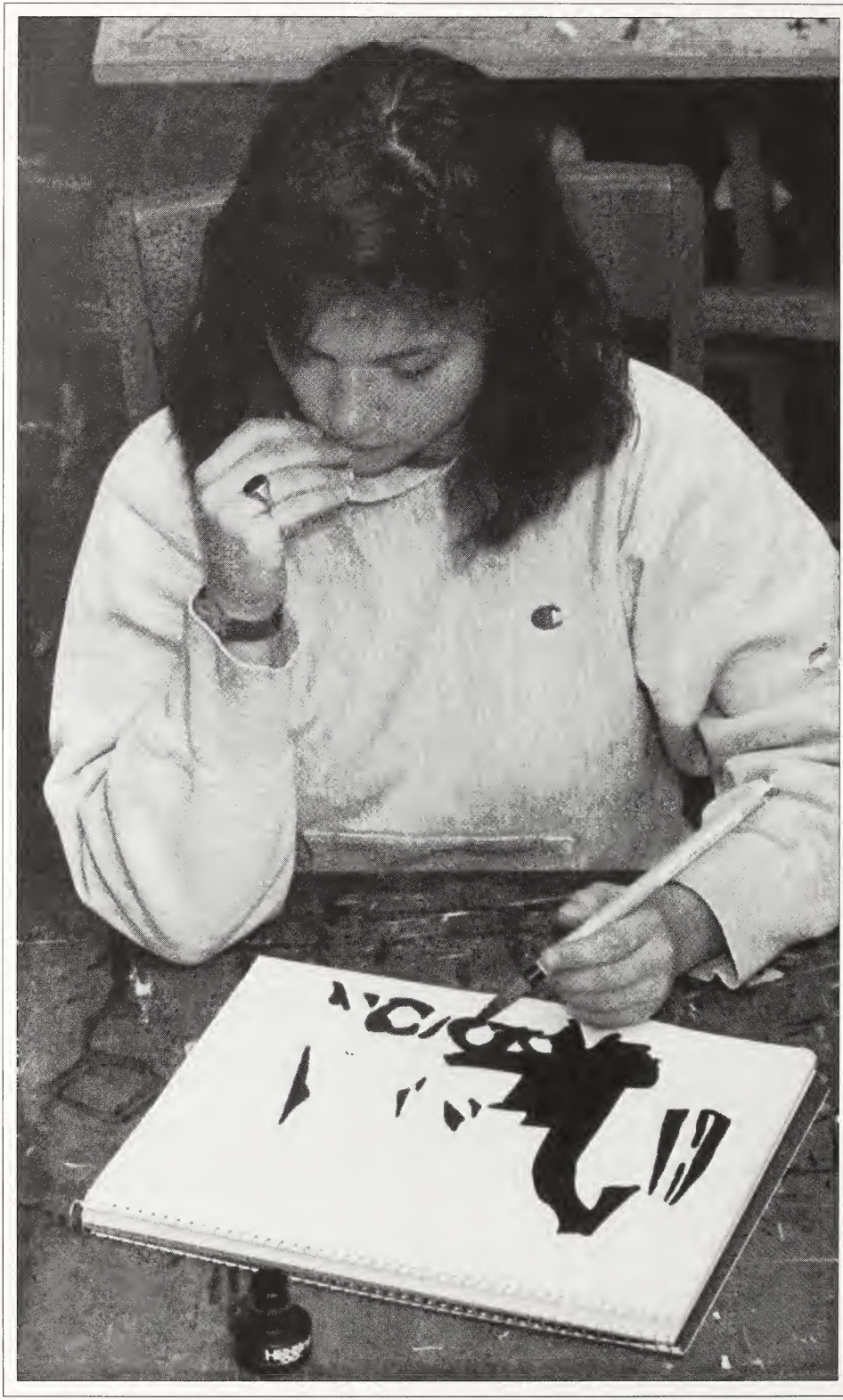

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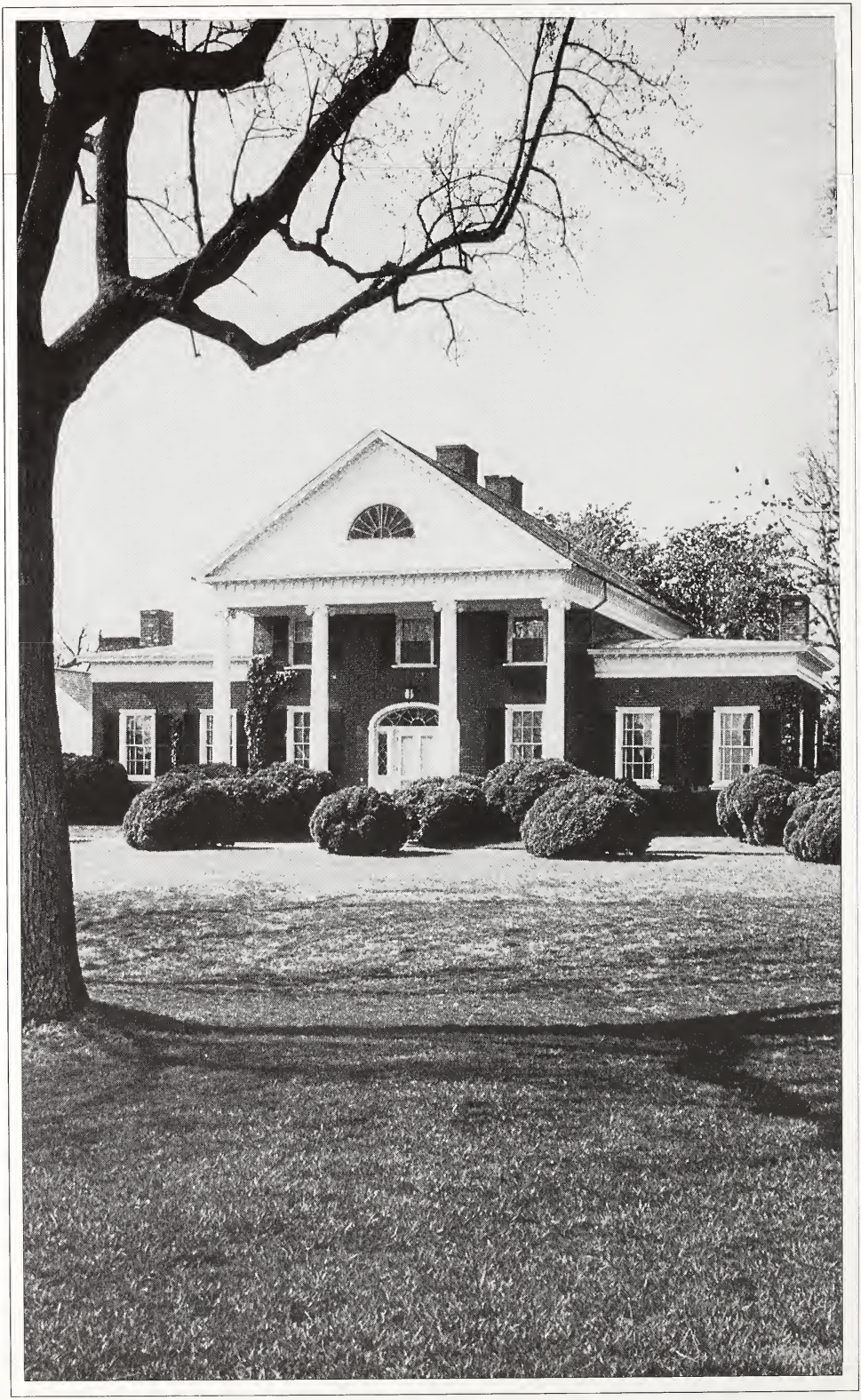

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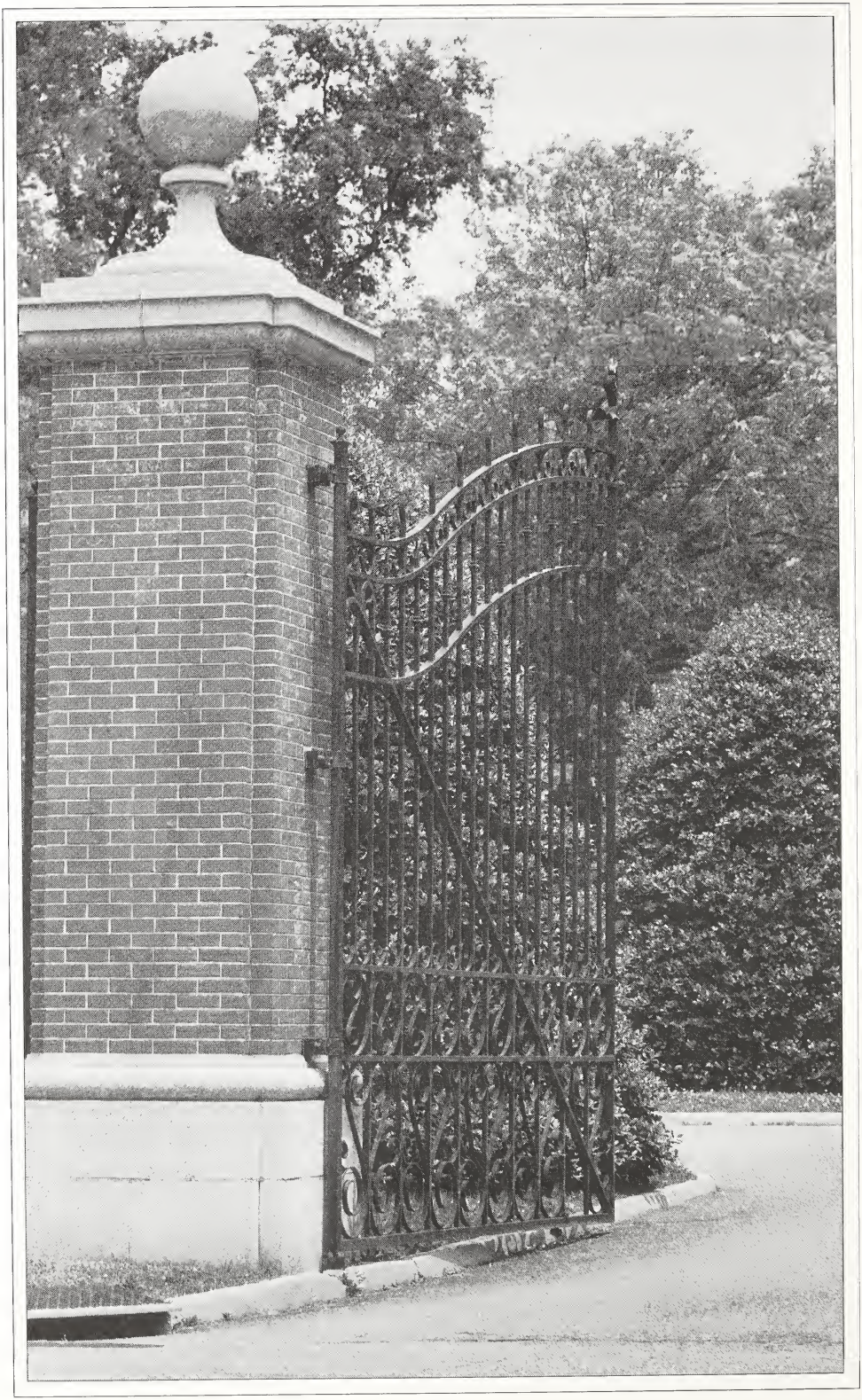

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